

SCHOOL LIFE



October 1938

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UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE

The Office of Education,
United States
Department of the Interior,
Washington, D. C.

FOR PUBLISHED INFORMATION ON:

Nursery-Kindergarten-
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Industrial Education
Educational Tests and
Measurements
Comparative Education
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SCHOOL LIFE



CONTENTS OF THIS ISSUE • OCTOBER 1938 Volume 24 Number 1

	PAGE
Editorials	
Announcement J. W. Studebaker	1
On This Month's Cover	
Nearly Quarter Century	
Acknowledgment	
Among the Authors	
A Tribute to C. R. Allen	2
Public Education in the United States	3
The Day at School	4
Youth Goes to High School	6
Appreciating Books	8
Curriculum Advances	9
Adjustments to Pupil Needs	12
Developments in School Housing and Equipment	14
Transportation of Pupils	16
Diversity of Populations Served	17
Educators' Bulletin Board	18
Susan O. Futterer	
Ruth A. Gray	
Science in School and Human Life	19
Watson Davis	
International Conference Report—Excerpts	21
Anna Lalor Burdick	
Among Office Conferences	23
Margaret F. Ryan	24
New Government Aids for Teachers	25
Howard W. Oxley	
CCC Enrollees Go to College	26
David Segel	
Standards of Pupil Attainment	27
Walter H. Gaumnitz	
Is Your School Safe?	28
C. M. Arthur	
The Vocational Summary	30
Educational News	
In Public Schools	W. S. Deffenbaugh
In Colleges	Walter J. Greenleaf
In Other Government Agencies	Margaret F. Ryan

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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EDITORIAL



SCHOOL LIFE

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

OCTOBER 1938

On This Month's Cover

This month's cover illustration comes from North Carolina. It illustrates how a monitor holds back the school bus driver at a dangerous crossing waiting for a break in traffic. In some schools where the monitor system is used, the monitor also helps in loading the busses and sees to it that small children are clear of the highways and well up the lane to their own homes before the bus moves on to its next stop.

Habits of thoughtfulness, carefulness, and safety—not only for one's self but for others—formed in youthful years, are usually carried forward through life. They reduce human grief and regret.

Nearly Quarter Century

This issue of SCHOOL LIFE opens a new year—it is the first issue in Volume XXIV. From October to July, inclusive, the 10 monthly issues of SCHOOL LIFE will go out to its varied list of readers—to educational leaders and those in other fields but interested in education; to schools and colleges; to libraries and other institutions; and to numerous groups and individuals in all States and in many foreign nations.

Suggestions and criticisms are ever welcome from readers. The Office of Education, through this journal, seeks to present con-

Announcement

IN the first four issues of SCHOOL LIFE this school year, including the current number, the Office of Education is presenting a pictorial report on education.

The purpose of this special feature is to offer a panoramic view of educational activity throughout the United States—in the elementary schools, in the high schools, in the colleges and universities, in the field of vocational education and guidance, and in some of the other interesting fields.

The continuing program of American democracy depends upon the progress of American education. It is therefore vitally important that all educational leaders, and all citizens in general in this progressive nation should keep well informed concerning the problems of education.

It is hoped that this graphic report will supply some helpful points of view and that it will encourage readers to seek additional information by keeping in close touch with all local educational activities.

Since education in its broad sense affects the thinking, working, and living of all of the people, it behooves a nation to know and to be able to evaluate its educational activities and progress.

J. W. Studebaker
Commissioner of Education.

structive reports of educational progress; concise information on original research and on demonstrations; brief announcements of available educational resources and other valuable material. Write SCHOOL LIFE at any time you have a suggestion or at any time it may be of additional service to you.

Acknowledgment

Information and materials for the 16-page pictorial story of education entitled "Public Education in the United States," were contributed chiefly through the American School Systems Division and the Special Problems Division of the Office of Education.

Among individual contributors are: Walter S. Deffenbaugh, chief, American School Systems Division; Mary Dabney Davis, Carl A. Jessen, Alice Barrows, Helen K. Mackintosh, and Timon Covert, of the American School Systems Division; Katherine M. Cook, chief, Special Problems Division; Walter H. Gaumnitz, Elise H. Martens, Ambrose Caliver, and Effie Bathurst, of the Special Problems Division; James F. Rogers, M. D., consultant in hygiene; Emery M. Foster, chief, Statistical Division; Nora Beust, Library Service Division; Wm. Harold Martin, Editorial Division; and William Thompson, artist.

Many schools, organizations, and individuals assisted in supplying photographs and illustrative material which have added greatly to the value of the information presented. We wish to acknowledge such contributions and express our appreciation to the following schools and other agencies: Dayton, Ohio; Trenton, N. J.; New York City; Detroit, Mich.; Litchfield, Conn.; Los Angeles, Calif.; Greeley, Colo.; Washington, D. C.; Bangor, Pa.; Des Moines, Iowa; Minneapolis, Minn.; Battle Creek, Mich.; Rochester, N. Y.; State of North Carolina; State of Connecticut; Public Works Administration; Norfolk, Va.; Orange, N. J.; Fort Wayne, Ind.; Lebanon, Conn., and others.

EDITOR

Among the Authors

WATSON DAVIS, Director, Science Service, "the institution for the popularization of science," gives SCHOOL LIFE readers a valuable article this month on *Science in School and Human Life*. Dr. Davis asserts: "The task of the schools is to build a rational foundation upon which the other educative influences may build with security." He sounds a note of encouragement in these words: "... the world is not what it used to be when I went to school—it is much better."

ANNA LALOR BURDICK, Special Agent of Industrial Education, Vocational Education Division, Office of Education, presented the report on *Educational Developments in the United States for the year 1937-38*, before the Seventh International Conference on Public Education called by the International Bureau of Education in Geneva, July 18. Excerpts from Mrs. Burdick's report appear in this month's issue.

Convention Calendar

- AMERICAN DENTAL ASSOCIATION. *St. Louis, Mo. October 24-28.*
- AMERICAN DIETETIC ASSOCIATION. *Milwaukee, Wis. October 9-14.*
- AMERICAN PRISON ASSOCIATION. *St. Paul, Minn. October 2-7.*
- AMERICAN PUBLIC HEALTH ASSOCIATION. *Kansas City, Mo. October 25-28.*
- AMERICAN SCHOOL HEALTH ASSOCIATION. *Kansas City, Mo. October 25-28.*
- ASSOCIATION OF AMERICAN MEDICAL COLLEGES. *Syracuse, N. Y. October 24-26.*
- ASSOCIATION OF AMERICAN UNIVERSITIES. *University of California, Berkeley, and Stanford University. November 10-12.*
- ASSOCIATION OF LAND-GRANT COLLEGES AND UNIVERSITIES. *Chicago, Ill. November 14-16.*
- ASSOCIATION OF SUMMER SCHOOL DIRECTORS. *Minneapolis, Minn. October 21-22.*
- ASSOCIATION OF URBAN UNIVERSITIES. *Cincinnati, Ohio. October 24 and 25.*
- CAMP FIRE GIRLS. *New York, N. Y. October 27-29.*
- GIRL SCOUTS, INC. *Kansas City, Mo. October 9-13.*
- NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS. *Chicago, Ill. October 10-14.*
- NATIONAL SAFETY COUNCIL. *Chicago, Ill. October 10-14.*

School Life Index

The Index to Volume 23 of *SCHOOL LIFE*, September 1937 to June 1938, will be ready for distribution within a short time. Requests for the Index should be addressed to *SCHOOL LIFE*, Office of Education, United States Department of the Interior, Washington, D. C.

Physical Education

After 9 years of study a committee of the College Physical Education Association, headed by Wm. R. LaPorte, has published a National Program of Physical Education for elementary and high schools. It has also developed a score card for evaluation of a health and physical education program. The report of the committee may be obtained from the University of Southern California Press.

FOR CONVENIENCE in ordering Office of Education publications, see page 32.

A Tribute to C. R. Allen

★★★ Charles Ricketson Allen, formerly consultant in vocational education for the Office of Education, who for more than 50 years was identified with the educational movement in the United States, and for 30 years rendered outstanding service in the field of vocational education, died July 6, 1938, at his home in San Antonio, Tex.



C. R. Allen.

Dr. Allen was born in New Bedford, Mass., in 1862. He received his early education in New Bedford. He was graduated from Massachusetts Institute of Technology in 1885 with the degree of bachelor of science. He pursued graduate work at Johns Hopkins University and received the master of arts degree from Harvard.

Among the positions held by Dr. Allen after his graduation from Massachusetts Institute of Technology were the following: Director of vocational education in New Bedford; State supervisor of trade and industrial education for Massachusetts; director of training for the Emergency Fleet Corporation, during the World War; director of training for Dunwoody Institute, Minneapolis, Minn.; and consultant in vocational education for the Federal Board for Vocational Education and later for the Office of Education.

After his retirement from the Federal service in 1934, Dr. Allen continued his teaching activities in the summer session at Colorado State College. In the fall of 1937, he was on the faculty of St. Mary's University, San Antonio. During the past summer he taught in the University of Florida summer school and was on his way from Florida to Colorado State College when he was stricken with the illness which resulted in his death.

Dr. Allen was the author or coauthor of numerous books, bulletins, and pamphlets on vocational education.

One of his outstanding achievements was accomplished during the World War when as personnel director for the Emergency Fleet Corporation he set up and directed a program under which 80,000 men were trained for emergency shipbuilding work.

Prosser Speaks

Summing up Dr. Allen's work and characteristics, Dr. C. R. Prosser, director of Dunwoody Institute, and the first director of the Federal Board for Vocational Education, says:

"Dr. Allen mounted to recognized leadership in the field of vocational education through sheer force of his great ability; the priceless value of his continuous contributions to every phase of vocational education; his sincerity, courage, and straightforwardness; his sympathetic understanding of men and their problems; and his unselfish eagerness to be of service to others.

"When the national cooperative system of vocational education between the States and the Federal Government was established 20 years ago, Allen soon became a national figure in that service. He brought to it a keen mind, trained in constructive thinking as an engineer; a rich experience as supervisor of trade and industrial training in the Massachusetts schools; an amazing ability to arrive at facts by the analysis of every problem into its essentials; an almost Abraham Lincoln capacity to put his finger on the main point at issue in any controversy; a passionate devotion to the movement as the life expression of his humanistic religion; and a tireless energy that never flagged even when handicapped by partial blindness and the infirmities of old age . . . With all the fervor of a crusader in a holy war he gave himself completely to this new and democratic service to the long-neglected workers of this country.

"In every section and almost every State he drew men to him by the keenness of his thinking and the soundness of his ideas. In the classroom as a teacher trainer, as a conference leader of regional groups, in the hotel lobby, and in the homes of his devoted adherents, he preached, as it were, not only the gospel of vocational education but with equal earnestness the standards and techniques necessary to make that education meet the real needs of workers in the shop, on the farm, and in the home.

"His religion was a humanistic rather than an orthodox religion. It was a religion based upon a deep-seated faith in the importance and worth in this world of human beings and in their infinite possibilities of improvement."

Public Education in the United States



A few of the more than 26,000,000.

★★★ In cities, villages, and rural communities of the Nation the public schools are opening for a new school year. More than 26,000,000 boys and girls guided by nearly a million public-school teachers, are beginning to study their lessons. How much these lessons may mean in later years cannot be measured but a glimpse at public education in the United States today is evidence that education affects the thinking, working, and living of all of the people.

Not many years ago a review of public-school education throughout the country was necessarily very limited. Today such a review tells of nursery schools and kindergartens; of elementary and high schools; of safety and health education; of school libraries; of conservation, radio, and visual education; of education for exceptional children, both handicapped and gifted; of modern school plants and equipment; of transportation; of recreational programs; of research, educational measurements, and guidance, and of many other fields and activities.

Enrollment Trends

Judging solely from the fact that since 1930 there has been a gradual decrease in the elementary school enrollment, one may never again see so many children on their way to elementary schools.

Enrollments in the first grade began to decline perceptibly about 1922 and have continued to decline. The decreased enrollments in the first grade were followed by decreased enrollments in other grades, and by 1934 the decrease had reached the fifth grade. The decrease in enrollments, however, had not quite reached the sixth grade by 1936.

Trends in enrollments may be illustrated by using the 6-year period, 1930 to 1936. During this period there was a decrease in the enrollment in the kindergarten and grades 1 to 8, inclusive, of 886,032 pupils. The decreases occurred principally in the kindergarten and grades 1 to 4. The actual decrease in the number of pupils in the kindergarten was

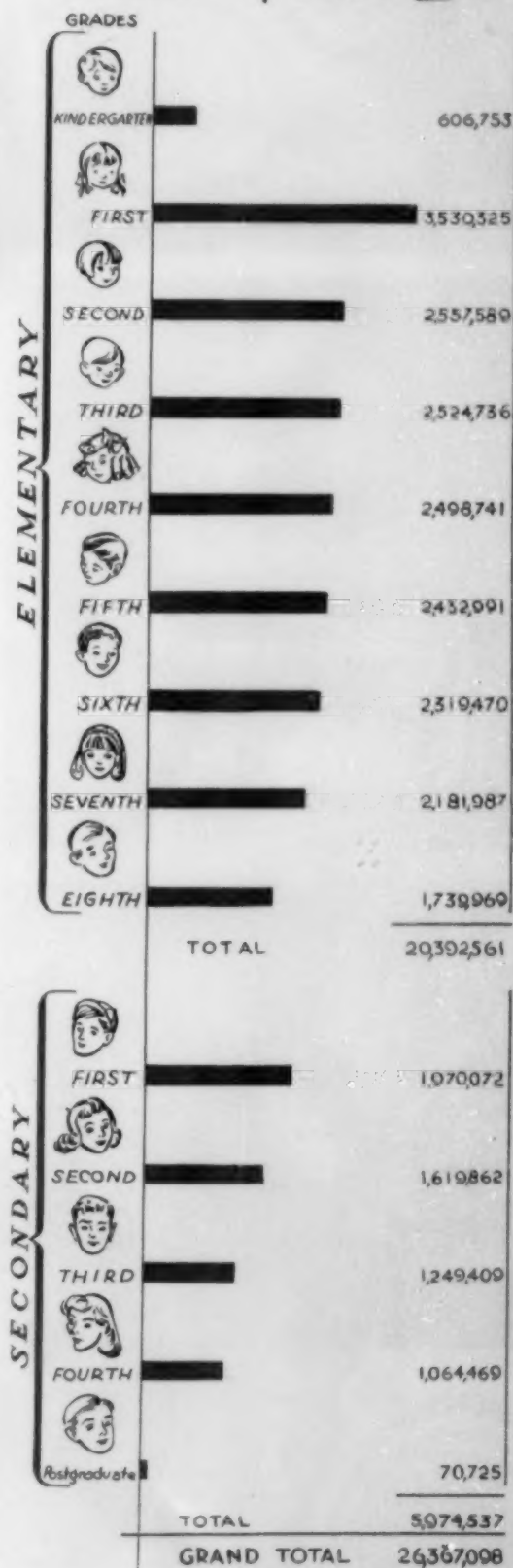
116,690; in the first grade, 620,594; second grade, 245,325; third grade, 207,503; and in the fourth grade, 100,488, making a total decrease of 1,290,600 pupils in these grades. In each of the elementary school grades beginning with the fifth, there was an increase up to the year 1934. From 1934 to 1936, there was a small decrease in fifth- and seventh-grade enrollment, and a small increase in the kindergarten and in the sixth and the eighth grades. From 1930 to 1936 the decrease in the number of children enrolled in the elementary school grades amounted to 4.2 percent and from 1934 to 1936 to 1.8 percent.

While the elementary school enrollment was decreasing, the high-school enrollment was increasing. From 1930 to 1936 the high-school enrollment increased by 1,575,115 pupils, or 35.8 percent. The greatest increase within the period was from 1930 to 1932, amounting to 16.8 percent. Since 1932 the increase has not been so rapid, being 10.3 percent from 1932 to 1934 and 5.4 percent from 1934 to 1936. High-school enrollments may be expected to increase for several more years, or until the decline in elementary school enrollment has affected the high school. The high school, however, still has the opportunity of increasing its enrollments by drawing upon the 30-odd percent of the children of high-school age throughout the Nation who are not in school.

A comparison of enrollments in rural and urban schools shows that from 1932 to 1936 the rural elementary school enrollment decreased 1.7 percent and the urban elementary school enrollment 5.5 percent, and that the rural high-school enrollment increased 24.7 percent, and the urban high-school enrollment increased 11.2 percent.

The decreased enrollments in the elementary schools should afford an opportunity for improving such schools especially with respect to the size of classes, which in many communities have for many years been exceedingly large. There should also be sufficient room in many school buildings to establish new kindergartens, special classes, and other special facilities, or to increase their number.

Enrollment by Grades,



The Day at School



★★★ The program for a single school day has wide variety. It is a story of progress. In the elementary schools of the Nation, regardless of age level, the child will have experiences both as an individual and as a member of a group—experiences in the classroom, the auditorium, and on the play ground; experiences with growing things outdoors, with home, industrial, recreational, and civic life within the community, and also with national and world events. Widened interests beget genuine needs for fundamental skills, self-expression, and self-control. Both interests and skills help provide the information and build the traits and habits characteristic of good citizenship. And the progress of American democracy depends upon good citizenship.

What Goes On

During the day the child has opportunities to enjoy stories and poems from literature, old and new, to listen while others read or to read for himself for the joy it gives and for the information that helps later in creative activities or that starts him hunting for more facts. Discussions, sometimes led by the teacher and sometimes by group chairmen, center around various types of interesting topics related to the way people live together and how the world's work is done, to problems of classroom management and to an evaluation of the day's work. The child uses paints, crayons, and other art materials to express his ideas or constructs with wood and tools such things as

he needs for a playhouse or library corner, for a dramatization of colonial life, or for reproducing a railroad terminal. The program is adjustable. Time is available for developing skills in reading, figuring, and writing, for play, for creative work, and for gauging the worth of the products. Plans are also made in many schools for hobbies, games, and clubs during after-school time. All activities center about two major purposes for education—increased opportunities for enriched living and social well-being and the best development of each individual child's abilities.

Continuous Growth

Anyone who is able to get a bird's-eye view of an elementary school sees not only the activities of individual classrooms but notes that there is continuity in the school program from the time a child enters until he leaves. His stage of development determines what he does in school and the kinds of equipment provided for play and work. Health education begins in the nursery school and kindergarten with habits of personal hygiene and leads in the upper age levels to responsibilities for meeting rules of health and hygiene in the school and in the community. Readiness for reading begins with the youngest children, with many and varied experiences, with their use of a developing vocabulary, with skill in solving problems, and with a genuine interest in "what the words say." These make story reading meaningful. With the older pupils reading becomes a source of information and



These children range from beginners through the sixth grade. The three groups are busy at reading activities. The little girl is beginning the process of learning to "put things together." The two youngsters are practicing their music.

recreation. Their skill in arithmetic also has its beginning in the experiences of early childhood. Efforts are made to fit both the curriculum and school organization to the children's expanding needs and abilities.

Records and Guidance

Both child and teacher note and record growth and progress—progress in social behavior and muscular control as well as achievements in skill and information. Differences are noted by the teacher in individual children's abilities, in their interests and skills, and in their home and community life. Prevention and remedial measures are provided to meet special needs. Achievements, progress, and individual needs are entered in the permanent school records. These, in turn, form a basis for continuous guidance given by principal, teachers, or special counselor throughout the child's school days in both elementary and high schools. The teacher also uses these records to prepare progress reports to parents. Through personal conference, written report, and parent meetings, the school solicits home cooperation in guiding the child's development.

Through wide experiences the kind of learning takes place in the elementary schools which is not purely a matter of acquiring information, but which brings about changes in the thinking and in the attitudes of girls and boys. Schools of the Nation vary greatly, of course, in the extent and adequacy to which they meet the needs of their pupils, but they strive today toward these goals.



Nursery school children gradually gain confidence in themselves by doing things.



Illustrations indicate the wide variety in the daily program of the elementary school.



Health and recreational activities, nature study, learning to choose good books, and learning to make things are all a part of the school program today.





More than 7 million youth are today in the Nation's junior and senior high schools.

Youth Goes to High School

★★★ The rapid growth of the American public high school is one of the outstanding features in public education. That growth is revealed in the fact that high-school enrollments in 1900 were but little more than half a million pupils, while today they are more than 6,000,000, and even more than 7,000,000 if junior high schools are included.

A further delving into statistics indicates that the number enrolled in the last 4 years of public high schools is two-thirds of the number in the population of ages 14 to 17, inclusive. In contrast, back in 1900, this was but 8.4 percent. Such figures show that American youth is increasingly coming into the schools. Such figures also reveal that the American public is giving increasing support and interest to maintaining high schools throughout the country.

With the ever-growing enrollments, the high schools have changed their courses, their methods, and their organizations to meet more fully and wisely the needs and interests of boys and girls of widely varying abilities and backgrounds. In the curriculums of high schools a

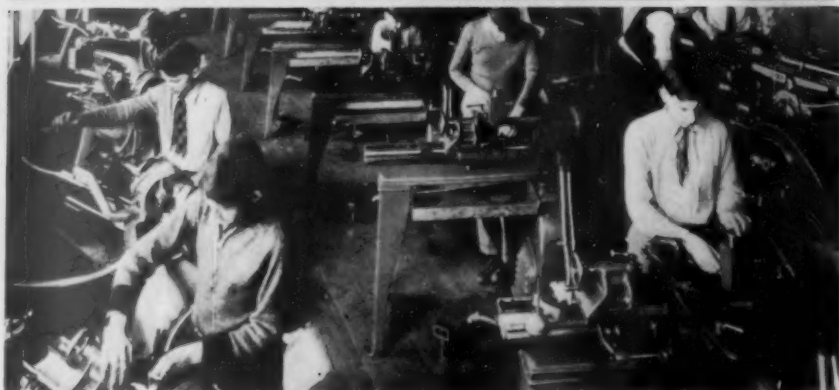
significant expansion has taken place, especially in health education, in social sciences, in home-making education, in trade subjects, and in commercial studies; the program of the

In the science laboratory.



American high school, much as it may vary in individual schools, now includes over 200 separate and distinct subjects. We are conscious perhaps as never before of the need for guidance to assist young people in adjusting to problems in school, in vocation, and in personal and social relationships. Along with new content materials have come new methods with enlarged emphasis upon learning by doing through laboratory work and exercises, through shops, through manipulative activities, through excursions, through extensive utilization of library facilities, and through extraclass activities of all kinds. If one adds to these developments, the improvements in teaching staffs and in building conditions, he cannot fail to be impressed with the educational progress that has been made.

In the process of adjusting to expanding numbers, to an increasing range in abilities and interests of those enrolled, as well as to a growing complexity in the social and economic organization for which they are to be trained, school officials have found it necessary not only to extend the facilities but also to broaden the objectives of high-school education. The time-honored aim of competent scholarship is retained, but beside it is found increased emphasis upon development of desirable attitudes, ideals, habits, tastes, and appreciations.



In the picture above is shown the recording of a voice on a disk. The microphone picks up the sound waves of the speaker's voice and converts them into electrical impulses. These students are intrigued by their experimentation in the physics laboratory.



Training in retail selling is one of the avenues available to the high-school student of today.

Home economics courses attract high-school girls throughout the Nation's schools. An interested class is shown at the left, above.

Learning machine-shop work is an opportunity offered boys in many high schools.

The time-honored aim of competent scholarship is still attained through devotion to study.



Appreciating Books

★★★ Libraries in elementary and secondary schools today are organized and staffed for the purpose of supplying books and materials to teachers and pupils that will supplement and enrich the curriculum. The youngest children find well produced picture books that are of aesthetic or practical value and also stimulate the need for becoming acquainted with the printed page. The next age group is supplied with an abundance of simple books about subjects that interest them. These books aid in acquiring reading techniques, supply desired information, and have recreational value. The intermediate grades have a supply of readable books, learn the use of reference materials, and the skill of using the catalog. The junior high school members have a wide variety of books and learn to use indexes to periodicals and more difficult reference books. The senior high school students read many adult books that are within their interest range, use still more reference books, and often make selected bibliographies for subjects studied.

The beginners in reading as well as all other pupils come to the library regularly throughout their school life. There may be formal or informal library schedules. Teaching the care and use of books, materials, and equipment suited to the needs of each age level is a specific function of the library. It is the responsibility of the librarian to assist teachers and



The reading corner for a third-year class is shown above. The library as shown below, is an important part of the public-school system.



students in making the best possible use of the resources of the school library and the public library as well as other available book sources. This responsibility includes guidance in evaluation and appreciation of books and reading that extends even beyond school life.

Purposes and Services

Evaluation and appreciation of books are encouraged through usable and attractive library quarters. Informal looking at books and pictures, informal conversation by children, teachers, and librarians about books, library story telling, and book displays are means used successfully in many school libraries with young children. Children often enjoy the motivation of book clubs, puppet shows, or school papers. Boys and girls of junior high school age are sometimes guided through vocational, hobby, or hero interest to write and discuss book values. Senior high school students profit through guided discussion and writing about magazines, books, and book reviews that help them to establish criteria which they can use in their reading and purchase of books. Such are the purposes and services of school libraries as they function today in many school communities.

★★★ With the world practically brought to the schoolroom door by modern communication and transportation, many changes have necessarily come in the public-school curriculum. Among the newer avenues of curriculum progress may be especially noted: Health and safety, visual aids, radio, conservation education, and the social sciences.

Education by Radio

Thousands of teachers eager to make effective use of the new instruments of instruction which the changing environment in which we live offers are rapidly discovering ways of using the radio in the classroom as a help in realizing the objectives of the school curriculum. Today the radio contributes to these objectives through in-school, non-school, and out-of-school programs. Children are introduced to eminent persons by radio addresses.



High-school groups make use of the technique of radio to dramatize the events of history and the discoveries of science.



They become familiar with significant topics and events, with musical and dramatic compositions, and the like. Fuller use of radio as a supplemental tool of learning awaits wider availability of valuable programs, integrated or potentially integrated with the regular school programs.

Visual Aids

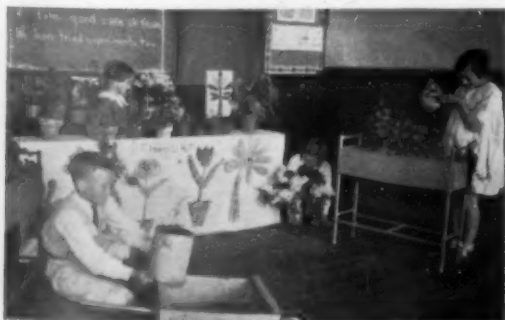
The use of visual materials in the regular curriculum continues to increase. Producers

have been aided in meeting needs by publication of data regarding the kind and amount of equipment owned by various school systems, and educators have been helped to select advantageously through published information with respect to sources of supply. In the field of motion pictures, film catalogs with descriptions of selected educational films and data concerning the sources of distribution facilitate selection according to curriculum needs.

Producers' catalogs and lists distributed by universities and by Government departments

indicate that films for educational uses are available in an ever-widening field of subject matter. The demand by schools for films still exceeds the available supply, but there is an increase in the number of film libraries recorded throughout the country. The literature on visual aids places increased emphasis on improvement of classroom methods; on use of materials in the environment; and on such incorporation of motion pictures into the curriculum as will raise the level of use above that of mere entertainment. Research in progress deals with teacher preparation, evaluation and use of material, and production of new materials to meet educational needs more adequately.

Children find keen enjoyment in studies supplemented by visual aids.



Conservation Education

Problems of the conservation of natural resources with increasing frequency are today being considered in the education program. State departments of education are including conservation in their plans for curriculum revision and in the preparation of teaching

Conservation education programs include protection of wildlife, soil and water conservation, and kindred fields. The three pictures below show three phases of subjects included in this interesting study.



Safeguarding the soil.



He needs protection.



Retaining the water.



Nature study, one of the many wedges to a fuller program of conservation education, holds the enthusiastic interest of boys and girls.

materials. The subject is treated in newer textbooks on geography, science, and agriculture. Although no single practice has been followed with respect to its introduction in local school programs, elementary and high schools frequently teach conservation as problems or topics in social studies or science. Reports of teachers' and pupils' experiences in connection with the conservation problems of their environment are greatly increasing.

Health Education

After a century of ups and downs, and ins and outs, health instruction is, very generally, a part of the curriculum in elementary grades throughout the schools. In the lower three grades it is largely an incidental matter. The amount of information to be transmitted is small but efforts at securing the practice of that information may bring the subject to the surface appropriately and opportunely on any day and at any hour in any schoolroom.

Following the third year of school, the health instruction in many schools is likely to be more formal, the guide for the teacher being some chosen textbook or reader or the course of study which may have been devised. Health instruction is related to the health service of schools which have such service. The activities promoted under the name of physical education belong to an allied field.

Safety Programs

Schools of today are placing considerable emphasis upon safety programs, particularly in cities where traffic is such a hazard to pupils going to and from their schools.

For purposes of safety, health, and economy a better selection and training of custodians for school buildings is becoming more general. With the increase in consolidated schools there is a development of better provisions for the

noon lunch. The lines between physical education and recreation are fading and facilities for, and supervision of, play is more frequently furnished.

There is a returning interest, after a half-century of decline, in the adequate instruction of high-school students in the subject of hygiene.

Social Studies

Increasingly efforts are being made in the schools to break down the lines between subjects, and in no field has this tendency been more pronounced than in the social sciences. For instance, among 292 different courses of study in the social sciences from various schools there are 192 courses in social studies as contrasted with only 100 separate courses in geography, history, civics, sociology, and



Many schools have their "infirmaries" which look after emergencies in the field of health.



Student elections offer opportunity for lessons in citizenship.

economics. The elementary school has more frequently than the high school fused its social science material into one course instead of presenting it in separate courses called by such names as geography, history, and civics. However, the principle of fused courses is followed rather frequently in junior high schools; and in the senior high school one of the most meteoric studies in recent years has been problems of American democracy, an integrated course for which materials are drawn principally from civics, sociology, and economics.

Learning Experiences

Naturally the greatest interest attaches to the content itself and its treatment. The principal feature to be commented on in this connection is that the approach is frequently through consideration of some problem such as, "How can we make our community a better place in which to live?" A comprehensive problem of this kind is usually broken up into a number of different phases which are then studied in detail by bringing in all information available whether such information is associated with civics or economics, with social problems or with city planning, with sanitation or with landscaping. In the process of gathering the information pupils are subjected to learning experiences not only in books but in offices, in industry, and in contacts with persons outside the school and outside their immediate families. Pupils in 1938 are learning through living experiences, through varied activities involving planning and selecting, reading and recording, talking and listening, discussing and dramatizing, taking excursions and working with tools and materials.

Seeing is believing—just how it is done! A social studies group sees the train come in.

Volume 24, Number 1



Here is a panel discussion being conducted by high-school students who are studying the national forests.



These young people are finding answers to some social studies questions upon which they are to report.



Adjustments to Pupil Needs

★★★ Someone has said: "There is one way in which we are all alike, and that is that we are all different."

Because children are all different, the school has learned that they need different methods of approach and techniques of treatment. The history of education in the twentieth century is marked by a sincere effort to find and to apply with increasing effectiveness the particular technique that will help each child to profit most from his school experience, looking toward his own greatest happiness and his best contribution to the community of which he is a part.

The methods of mass education practiced a generation ago demanded that every child fit into a uniform scheme of instruction deemed by the school authorities to be good. If he failed to fit, the responsibility and the loss were his. Today, with the increase of evidence at hand concerning individual differences in pupil capacities and interests, no longer does the entire burden of "fitting" rest with the pupil, although he is still given abundant opportunity to learn how to make proper adjustments in his life relationships. The school is increasingly accepting responsibility for "fitting" its program to meet the varying needs of individual pupils. This it does in several ways, each of which has an important place in a modern school system.

Activities carried on in a regular classroom provide a fertile field for diversified levels and types of achievement. In a unit of experience planned for the class as a whole, each member

of the group may proceed at his own rate of progress in academic learning, find expression for his particular interests in creative design, and participate wholeheartedly with the rest of the group in social activities. Every progressive elementary or secondary teacher can today make of his classroom a workshop in which individual interests and abilities are given free play.

The organization, on a given age or grade level, of several groups, in each of which the children are fairly homogeneous in ability and achievement, is conducive to a unity of purpose and a feeling of community of interest on the part of the pupils enrolled. It also makes possible the differentiation of the curriculum to meet the varying needs of entire sections of the same grade. While there is considerable difference of opinion with regard to the values of ability grouping, the practice is widely used in one form or another for the purpose of securing effective learning. It is most easily adapted to conditions in city schools or consolidated rural schools in which the enrollment on a given age or grade level is large enough to warrant the organization of several sections.

There are in every school system pupils whose instructional needs cannot be met satisfactorily in the regular class or even through the more common types of homogeneous grouping, but for whom specialized groups should be formed. These are the children who have serious defects of sight, of hearing, or of speech, who are crippled in body and need therapeutic treatment during the school

In the group below a blind boy is reading braille to a remedial reading group. Two of the boys are so hard of hearing that they are getting the story through lip reading.



Sight conservation classes study the big, big world.

day, or who are mentally handicapped but not so seriously deficient that they cannot profitably engage in day school activities. All of these are best served through the organization of special classes taught by understanding and well prepared teachers. In 1935-36, 776 different city school systems in the United States were caring for almost 300,000 handicapped children in this way. These are by far the greatest number that has ever been reported; yet the number of children served represents only about one-tenth of the estimated number of exceptional children for whom some special educational adjustment should be made.

Even the best classroom arrangements that can be made to provide for pupil needs will

(Concluded on page 16)

This young American is using a hospital over-bed table as a desk for his school work.



This is the way deaf children in many schools learn to talk. They are also learning life's difficult lesson of overcoming obstacles.



Speech correction classes such as this group are found in the public schools making slow but certain progress.

The woodworking shop in high-school occupational units is a place of great interest to those who can best learn to do with their hands.



Here an opportunity class of gifted children is studying the solar system.

Developments in School Housing



★★★ Beautiful, modern schoolhouses stand today as educational centers in cities, villages, and rural districts in every State in the Union.

Expansion of elementary and secondary school curriculums has radically affected the planning of buildings. These buildings can no longer be judged merely on the basis of whether they meet certain standards of heating, lighting, ventilating, etc., nor can they be judged on the basis of former standards in regard to classroom size, and other considerations. The modern school building must now be appraised on the basis of the effectiveness with which it has been planned and constructed to carry out the educational program on which the school is to operate, and different programs will call for different types of buildings.

PWA Grants

Because of grants and loans for school buildings made possible through the Public Works Administration, a serious situation with respect to the housing of public-school pupils has been averted during recent years. From December 1933 to December 1937 the PWA allotted \$285,364,759 in grants and loans for public-school buildings, the total estimated cost of which is \$564,717,260.

This aid to local school building construction and the continued aid which the PWA is now giving is of great importance to public schools of this country for the following reasons: Expenditures for public-school buildings had dropped from \$382,996,156 in 1928 to \$59,276,555 in 1934 (this latter figure refers to expenditures for construction planned in 1932); this drop in construction was serious because the public schools had not been able to make up for the lag in construction during the World War before the depression overtook them; increases in enrollment, especially in the high school, made school-building construction of paramount importance at the very time when there was a drop in construction; the complex conditions of modern life require a much richer and more varied educational program than formerly and this makes necessary school buildings with facilities not only for academic work but for science, art, music, shop work, gymnasiums, and auditoriums; technological changes and the shortening of the working day make it necessary for the schools to provide opportunities for adults for reeducation in new lines of work and for leisure-time recreation for both youth and adults.

The average school building erected 30 years

"Samples" of the many new school buildings in the United States today

SCHOOL LIFE, October 1938

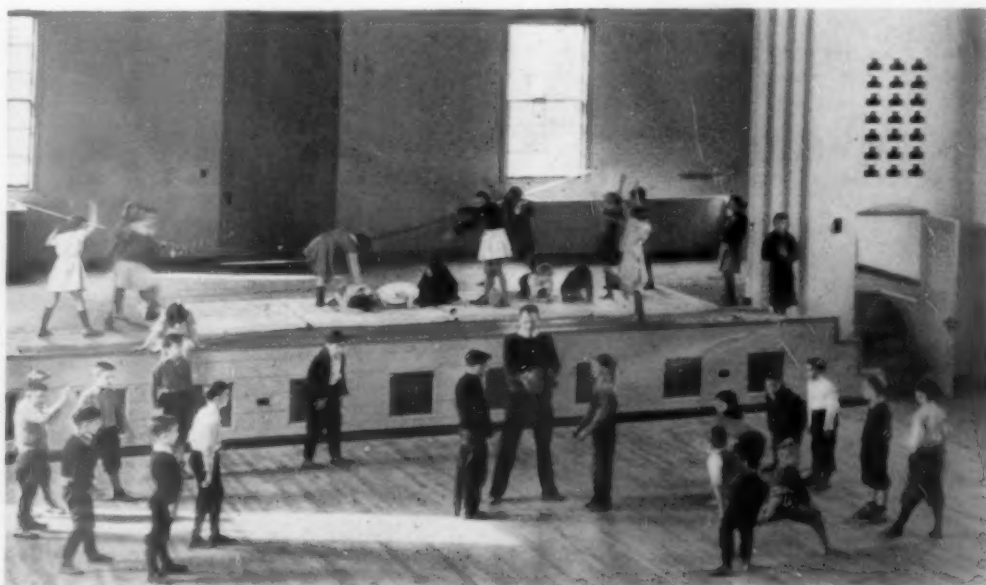


Outdoor play.

ago was not constructed for the varied and specialized activities which are now required for children, youth, and adults; yet two out of every five school buildings in the country are more

than 30 years old. In view of these facts, it is evident that school-building programs are important from an educational and social, as well as from a constructional, standpoint.

Indoor play.



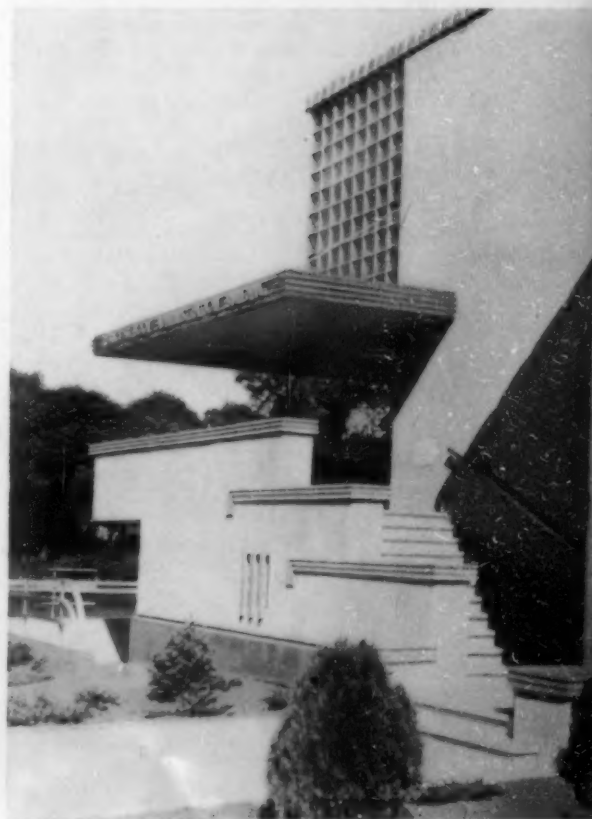
School Equipment

The equipment and material facilities supplied for education have changed greatly in recent years and are being changed continuously. Textbooks are attractive in appearance and contain references for additional reading and suggestions for exercises which were not thought of in the textbooks of a generation ago. Apparatus for science and shop work is an important feature in every school. The library is increasingly becoming a center for study in addition to being a depository for books.

A Desirable Place

Classrooms have been extensively reorganized involving in many schools such features as movable seats, visual education equipment, school address systems, radio reception, and talking machines and records. The grounds, the laboratories and shops, the auditorium, the gymnasium, and the general surroundings indicate that the modern school is a desirable place in which a child may live and develop—freely and at the same time orderly, comfortably, happily, and aesthetically.

Beautiful, modern schoolhouses stand today as educational centers in cities, villages, and rural districts in every State in the Union.



Transportation of Pupils

★★★ The idea of reducing the amount of decentralization of education in rural communities through the use of larger, centrally located schools and the transportation of pupils interested public-school leaders as early as 1840, nearly 100 years ago. A law permitting the transportation of pupils and appropriating funds for that purpose was enacted as early as 1869. By 1919, 50 years later, every State had made some type of provisions for transporting children at public expense.

The idea has now outgrown its original purpose of providing educational opportunities to children living in isolated or sparsely settled localities without the multiplication of extremely small schools. Pupil transportation became one of the most important means of bringing pupils together into groups sufficiently large to make desirable programs of elementary and secondary education practicable. It is a means for bringing pupils into contact with special types of education. Through transportation handicapped children may live at home and still be provided with the teachers and equipment which their educational development demands. Excursions to industries and points of historical or geographical interest are facilitated through the use of school busses.

Available statistics reveal that during the 20-year period from 1916 to 1936 the number of elementary and high-school pupils transported at public expense rose from about 525,000 to 3,250,658, an increase of more than 500 percent; public funds spent for this purpose rose from about \$7,000,000 to \$62,652,571, or an increase of nearly 800 percent. In

1916 about 1 in 40 of the pupils attending the public schools were transported; by 1936 the proportion had grown to 1 in 8. The proportion of school funds devoted to transportation is now 3.5 percent.

These mass developments in pupil transportation have urgently brought to attention

problems of adequate roads, of suitable and efficient conveyances, of well conceived rules and regulations, and of school administration and support.

Adjustments to Pupil Needs

(Concluded from page 12)

leave unmet certain special problems of individual children. Psychological diagnosis and guidance of a clinical nature are important elements in the modern school program, but these were almost unknown at the beginning of the century. Special reading disabilities require specialized methods of teaching, and reading clinics have been set up to afford these. So also personality difficulties and behavior problems need to be diagnosed and treated by persons who know the intricacies and interrelationships of human conduct. Child-guidance clinics, the first of which dates back less than 30 years, offer service in this direction.

The picture at the left puts emphasis upon the stop signal. Many State laws require vehicles to stop when a school bus halts.

SCHOOL LIFE, October 1938



Diversity of Populations Served

★★★ The Nation's school family is by no means a homogeneous one. Education for living in the United States is not as simple as education of a school population indigenous to the respective country and homogeneous in language, tradition, and customs. Our school population is made up of a diversity of races and of nationalities, each group cherishing a history, a tradition, a culture, usually a language, all its own.

To our public schools come representatives of many races, the Negro race, for example, constituting in point of numbers about 10 percent of the total population.

To the public schools in continental United States come also children of many nationalities from practically every country on the globe, many from homes in which the Old World customs and language still prevail. In Uncle

Sam's territories and outlying parts more than 15 million people live, citizens or potential citizens, most of whom as children come to school without benefit of a speaking knowledge of English.

Americanization of these young children, continental and insular, means on our part an appreciation of the cultural traditions, racial and national, which they bring to the enrichment of our particular variety of civilization and on their part adjustment to social life in the American environment. Language alone offers at least a temporary difficulty; one which must be met with full recognition of the advantages as well as the disadvantages of bilingual ability. Our common schools, both elementary and secondary, involve growth in mutual understandings and appreciations among a diversity of school population that no other country knows.



These illustrations show just a few of the Nation's school family, both on the continent and in outlying parts. A diversity of races and of nationalities is represented in the school population.





EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

For School Libraries

Experimenting Together, The Librarian and The Teacher of English, by Frieda M. Heller and Lou L. LaBrant. Chicago, American Library Association, 1938. 84 p. 75 cents.

Describes the joint work of a school librarian and a teacher of English in a school program.

Vocations in Fiction. An annotated bibliography compiled by Mary Rebecca Lingenfelter. Second ed. Chicago, American Library Association, 1938. 99 p. \$1.25.

A list of novels of occupational significance prepared primarily for the use of librarians, teachers, and vocational counselors.

Visual Education

Pageant of American Lantern Slides. New Haven, Conn., Yale University Press, 1938. Catalog. 32 p. Free. Slides for sale by the Yale University Press, 386 Fourth Avenue, New York City, at a cost of \$67.50 per hundred, delivered.

A list of 1,000 authentic black and white lantern slides on American history and the social studies, based on pictures in *The Pageant of America* volumes. 625 of these slides have been arranged into convenient teaching units, such as *The Story of the Indian*, *Colonial Life*, *Westward Expansion*, etc.

Guidance

Five Year Report 1932-37 of the Bureau of Child Guidance of the Board of Education of the City of New York. New York, Board of Education, 1938. 159 p.

Reports the developments and accomplishments of the Bureau of Child Guidance and aims to clarify some ways in which child-guidance knowledge and techniques may be useful to the supervisor and classroom teacher. Supplementary to the thirty-ninth annual report of the superintendent of schools.

Guidance in Progress in a Large City High School; the third annual report of the Guidance Department of the Samuel J. Tilden High School, Brooklyn, N. Y., 1934-35, by Elsa G. Becker, Brooklyn, N. Y., 1938. 166 p. 20 cents. (From Tilden High School, Brooklyn, N. Y.)

A comprehensive account of the actual steps in guidance in practice at the Tilden High School.

School Finance

Why Schools Cost More. Washington, D. C. Published by the Research Division of the National Education Association, 1938. p. 127-178 (Research Bulletin of the National Education Association. Vol. 16, no. 3). 25 cents.

Analyzes the trends of annual school costs.

For Elementary Schools

How the Pioneers Moved Westward, developed in Grade V, by Helen Bouton and Natalie White. Sacramento, Calif., 1938.

110 p. illus. (California Department of Education Bulletin, 1938, no. 1. Curriculum units for elementary schools, no. 2.)

The units comply with good curriculum practice and contain suggestions and techniques helpful to urban and rural teachers of the intermediate grades.

The Beginner's Puppet Book, by Alice M. Hoben. New York, Noble and Noble, Inc., 1938. 150 p. illus. \$2.

The author, a teacher, tells in simple language how to make string and hand puppets, how to dress and manipulate them, how to build the stage and its furniture, how to get the best lighting effects. Includes three plays for string puppets and two plays for hand puppets.

Reading, a Tool for Learning, compiled by Nila Banton Smith. Washington, D. C., Association for Childhood Education (1201 Sixteenth St. NW.), 1938.

Emphasizes the functional aspects of the teaching of reading. Presents the experiences through which the young child gradually enlarges his understandings, develops the power of language, and at last recognizes the symbols which make reading a meaningful and joyous activity.

Education in Czechoslovakia

Training in Democracy, the New Schools of Czechoslovakia, by Francis H. Stuermer. Published under the auspices of the Progressive Education Association. New York, Inor Publishing Company, 1938. 256 p. illus. \$2.50.

The study covers the public-school system, higher education, and adult education in the Czechoslovak Republic; about half of the book is devoted to the progressive experimental schools on the primary, junior high, and secondary levels.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

BECK, HUBERT P. Relation between the grades and the types of living environment of freshmen at the University of Chicago. Master's, 1931. University of Chicago. 88 p. ms.

BRATCHER, E. E. Comparison of resident and non-resident teachers in village and small city school systems in Kentucky. Doctor's, 1936. University of Chicago. 207 p.

CHANDLER, ERIC B. Survey of the chemistry course in the South Carolina colored high schools. Master's, 1937. Boston University. 65 p. ms.

CONNOLLY, RER. ROGER J. Study of the concept of integration in present day curriculum making. Doctor's, 1937. Catholic University of America. 117 p.

COVAULT, EVELYN. Study of programs of state associations of deans of women. Master's, 1937. Syracuse University. 65 p. ms.

DANIELS, BLAIR E. Technical and industrial education in the public schools of Mexico City. Doctor's, 1937. Temple University. 87 p.

DUNSMOOR, CLARENCE C. Role of the home room as an agency for guidance in junior high schools. Doctor's, 1938. Harvard University. 385 p. ms.

EZELL, LONNIE B. Study of certain causal factors in interstate migration of college students. Doctor's, 1937. University of Texas. 209 p. ms.

FADENRECHT, JOHN H. Survey of the schools of Steele county, North Dakota, with special reference to transportation. Master's, 1937. University of North Dakota. 102 p. ms.

JACOBSEN, JEROME V. Educational foundations of the Jesuits in sixteenth century New Spain. Doctor's, 1934. University of California. 292 p.

JARMAN, BURNICE H. Study of Episcopal secondary schools for boys in the United States. Doctor's, 1938. George Washington University. 202 p. ms.

LOZO, JOHN P. School and society in the city of Reading relative to recreation. 1900-1935. Doctor's, 1938. University of Pennsylvania. 294 p.

LUOLUM, RUSSELL W. Development of compulsory education in New York state during the nineteenth century. Master's, 1938. Cornell University. 63 p. ms.

MAASKE, ROBERT J. Factors in the prognosis of scholastic success in the University of Minnesota School of business administration, including suggested procedures for the selection and guidance of students. Doctor's, 1938. University of Minnesota. 187 p. ms.

MCCORMICK, MARY. Vocational civics in the public schools of New Jersey. Master's 1937. New Jersey State Teachers College, Upper Montclair. 65 p. ms.

MCPHERSON, WILLIAM. Investigation of high school standards in Virginia in comparison with Mississippi and New York. Master's, 1937. Hampton Institute. 152 p. ms.

MAHONEY, OLIVE G. Extending first grade experience in number. Master's, 1938. Boston University. 77 p. ms.

MERDIAN, BERTHA. Job analysis of the requirements of the Federal government for employment in art and related lines. Master's, 1937. George Washington University. 63 p. ms.

MEYER, BESSIE T. An activity program in an elementary school. Master's, 1935. University of Louisville. 157 p. ms.

OWENS, ALBERT A. The behavior-problem boy: a socio-educational survey. Doctor's, 1929. University of Pennsylvania. 188 p.

PATTY, WILLIAM L. Study of mechanism in education: an examination of the curriculum making devices of Franklin Bobbitt, W. W. Charters, and C. C. Peters from the point of view of relativistic pragmatism. Doctor's, 1936. Teachers College, Columbia University. 183 p.

POWELL, LOUISE S. A comparative study of the treatment of the American Revolution of 1776 in some secondary school history textbooks used currently in England and in the United States of America. Master's, 1937. University of Louisville. 160 p. ms.

QUERY, LEO J. Commercial education in the Civilian Conservation Corps. Master's, 1938. Boston University. 80 p. ms.

REDPATH, CLYDE A. The status of physically handicapped children in the junior high schools of the first and second class cities of Kansas. Master's, 1938. University of Kansas. 44 p. ms.

RITTER, PAUL J. Speech education in public secondary schools with emphasis on the training of teachers of speech. Doctor's, 1934. University of Southern California. Speech monographs, 4: 135-73, December 1937. (Reprint.)

RUBIN-RABSON, GRACE. Influence of analytical prestudy in memorizing piano music. Doctor's, 1937. Columbia University. 53 p.

THOMPSON, JOHN F. Junior college movement in New England. Master's, 1938. Boston University. 113 p. ms.

TUCKER, LOUISE E. Study of problem pupils. Doctor's, 1937. Teachers College, Columbia University. 172 p.

VAN WYK, ARNOLD C. Educational survey of Burleigh county, North Dakota, with special reference to inequalities in program of work, ability and effort. Master's, 1937. University of North Dakota. 221 p. ms.

RUTH A. GRAY

Science in School and Human Life

by Watson Davis, Director, Science Service, Washington, D. C.

★★★ Whether we like it or not—and we should like it—science is recreating the world around us. It has been doing it since long before Aristotle and even before the first cave man. Often it seems to take an impossibly long time to accomplish what it should—as our control over that insanity that is war. Sometimes it dumps into our lap a revolutionary luxury which becomes a necessity—as in the case of the howling, cajoling, or sweet singing, wisdom-dispensing radio.

Science progress has speeded up at a great rate in recent years. Acceleration of scientific impact increases with the square of the time. A physicist might put it that way. Complexities have a tendency to become bewildering at times in the precipitate rush of new facts, new ideas, new theories. It is comforting to find that many of the ideas are really old and that new facts are often refinements rather than complete innovations.

Nevertheless, the world is not what it used to be when I went to school—it is much better.

A Happier World

It is a much more complex world but it is a potentially happier one. We, most of us, will stay in it longer. For the length of life is being increased, thanks to the advances of medical science and the better living conditions that we have.

Longer life for most of us means that the children now in school will see the human population gradually take on an older complexion, with more people past 60 and fewer babies. There may be fewer kindergartens and more old folks' homes.

If any additional justification were really necessary for the best possible fitting of a boy or girl for life through education, it is contained in this future expectation that most of them will live longer than we will. A larger investment is justified because it will be amortized more slowly.

Virus of Understanding

With the fundamental control of our Government and *mores* in the voting hands and brains of each citizen, for that purpose "created equal," it is important that each John and Mary, regardless of economic status, I. Q., or color, be inoculated with the virus of rational understanding of the world in which we all live.

In this it may very well be that the mother, grandmother, nursemaid, or nursery-school teacher is more important than the teachers of formal classes that come after "we are 6." Education begins in the cradle, and the pat-

terns of life are likely to be set in the first few years. Even after formal schooling begins, the hours of exposure in the school are far fewer than those in the home, on the street, "just playing" under the influence of the newspaper, radio, and the other stimuli of our crowded lives.

This is no argument against the effect of the schoolroom. Nor does it minimize the need for understanding teaching that reinforces the benefits of the home and corrects some of the distortions of the rushing world.

It is a plea for the real teaching that means so much to those who sit for a few fleeting months in schoolrooms. On the report card, so often the parent's one link to the teacher, there are the neat little subjects with B, C, and D after them, most frequently, and the occasional A and F. That is undoubtedly necessary. But the child and most of the teachers will admit readily enough that grades and the formalism that they represent are only the framework of education. More influential is the attitude toward life expressed by the colorful interpretation of an interested and inspired teacher, the asides that vivify a lesson, the breath of practicality, and the vitality of philosophy that makes a student glow with understanding.

Of transcendent importance is that area beyond the curriculum. Not just student activities, clubs, athletics—that scholastic counterpart of the outside community. They are a minor part of it. What does count is the school's relationship of the accumulated methods and knowledge of the human race to the wider world.

Living Encyclopedia

Education is a great living encyclopedia which all should have the opportunity to read and absorb. In the schoolroom should be the fundamental volumes that all should read at least in part. Each newspaper, book, magazine, radio program, movie, and intelligent conversation is a supplementary paragraph to be tucked away for future reference.

So much attention must be given to shaping of the tools of life—reading, writing, and arithmetic, etc.—that there is often too little time to use them in the schoolroom. Modern educational techniques have made encouraging strides in the direction of using while learning.

Because I have been asked to do so, I shall attempt to suggest a few abilities, facts, and ideas to which everyone might well be exposed some time or other. Perhaps most of them are incorporated in some school program; all of them might be slipped into the classroom without crowding out anything vital.

These tools should be possessed by every high-school graduate:

1. A practical knowledge of typewriting, sufficient to produce an acceptable letter.

2. A practical knowledge of double-entry bookkeeping, sufficient to keep one's own financial accounts, understand a standard financial statement, and do business intelligently.

3. A realization of the multiplicity of languages in the world, a knowledge of what the principal type languages look and sound like (listening in on foreign short wave broadcasts suggested as required homework), the acquisition of tolerance toward a person who cannot speak English.

4. An elementary understanding of musical nomenclature and simple art forms, not however, with the idea of making everyone a musician or artist. Singing a simple tune or drawing a simple picture should be, however nearly everyone's possession.

5. Practical knowledge of simple mechanics, cooking, and so forth, such as driving a nail, handling a screwdriver, replacing a fuse, cooking an egg, and so forth. Perhaps there should be added shooting a rifle, planting a simple garden, making a bed, taking care of a sick person, and a dozen other such essential duties.

Calling in the Expert

One of the principal blind spots in our schooling involves knowledge of health, hygiene, and medicine. The situation is undoubtedly improved over the days when high-school physiology meant the teaching of the sin of alcohol and tobacco, but the fathers and mothers of tomorrow need to know some of the essential facts about diseases, their prevention, and treatment. They need to know this not so that they will be tempted to become their own doctors; rather they should know enough not to attempt to treat one's own ills. Here education means calling in the expert and knowing that the expert must be competent. It is not necessary that the child live through the various diseases of mankind through vivid recital of their symptoms, as beginning medical students often do. But the child should know that it is almost a crime to have smallpox with vaccination known and practiced since the time of Jenner, that parents are equally negligent if their children have diphtheria, typhoid, and other ills preventable either by vaccination or other means.

Any pupil, whether preparing for college or not, who passes through high school without being shown the vistas of the sciences, their past, present, and future, is robbed of an essential experience.

The rise in use of science news and interpretation by newspapers in the years since the World War is good evidence that science in its essential details is not too difficult for the average person. Properly presented, the new and novel as well as the old and fundamental in science becomes fascinating and attention-arresting in classroom or newspaper.

Rise of Science

Just as each of us went through the various stages of biological evolution in our embryonic existence, so intellectually the recapitulation technique seems to be effective. This is the historical approach, preferably in the Wellsian manner. The rise of science means much more to us than the rise and fall of kings. Empires and commonwealths have their roots in natural resources, industrial applications of science, and human behavior. The child coming to realization of the world around him must receive some intimation of the long struggle of the scientific method with tradition. The hard-won, centuries-long developments of science, the brilliant bursts of knowledge, the continuing conquest of the natural and physical world—these can be made understandable in their historical perspective.

Archaeology and anthropology, telling the story of the past of civilizations and man upon the earth, are integral parts of the historical-scientific vistas, largely neglected today.

The story of the heavens and man's discovery of the universe, of which the most sweeping chapters have been enacted in recent years, is historical and philosophical in tone because the great telescopes look into the depths of space and receive light that is ancient as the geological layers of the earth.

The record of the rocks contained in the crust of the earth spread about us is solid stuff for the historical-scientific approach. A field trip may here do more than a year of lectures and a shelf of books.

In every city and town there are industries that furnish free laboratory lessons in chemistry and physics. Here again pilgrimages can supplement effectively the experiments and lectures of the classroom.

The day of the great naturalists may be over, but field, forest, and stream are as instructive and fascinating as ever. To reinforce the biology courses in high schools, it would be useful to create a wave of amateur collecting that would rival in enthusiasm the postage stamp hobby. This can be recommended and accomplished without any dangers to true conservation if the proper information is put in the hands and minds of the young naturalists. Collections of real educational worth can center around: Insects; wildflowers; leaves; shells; mosses; fungi; rocks and fossils; aquariums; bird feathers and nests; arrowheads, etc.; seeds and fruits; bones, turtles' shells, snake-skins, etc.

Boys and girls might also be told how to collect books. Even access to the public library is no substitute for a personal library consisting of books that are known and loved.

One disadvantage of free textbooks (this is not intended as an argument against them) is that the pupil does not keep and use the books that he studies. The personal library might contain some of the more essential texts but predominantly it should consist of readable but factual books, great literature, classics of science, and handbooks. If a nucleus is acquired during school days, the pupil may acquire the habit of adding to his library to broaden it and keep it up-to-date as the years march on.

The greatest and controlling problems in life revolve around not things, but people. Human relations are most difficult to understand and adjust. This field of human behavior constitutes perhaps the newest of the sciences, with roots nevertheless well anchored in the past. Psychology as such is not an elementary or secondary school subject. Perhaps it need not be.

But somehow the essence of the new knowledge of minds and emotions must be learned, if not in formal schools, then the school of experience. The growing child must acquire some insight into what motivates the conduct

of himself and his fellow inhabitants on the earth.

It is not too much to expect that we shall learn to detect the oily or strident undertones of propaganda in an advertising blurb, a political appeal, or a dictator's pronouncement. It is not too much to expect us to realize that anger or depression may be due to a missed lunch or a slight cold.

Everyone should know the rudiments of psychiatry, enough to know that the chronic complainer of persecutions may need medical attention for a sick mind. Such training will lead to a saner world.

Obviously the schools cannot do it all. The teacher may feel that the complexity is too great and the task too large. There may be a tendency to revert, as a protective measure, to the classical and academic in education. The answer to this is that the world exists in complexity, that science is a major, controlling factor, that one can live without Latin but may die if without medical knowledge. The task of the schools is to build a rational foundation upon which the other educative influences may build with security.

Publications Announced

The Advisory Committee on Education announces the publication of two staff studies, one entitled "Library Service," by Carleton B. Joeckel and the other entitled "The National Youth Administration," by Palmer O. Johnson and O. L. Harvey.

Dr. Joeckel is professor of library science in the Graduate Library School, the University of Chicago. Dr. Johnson is professor of education at the University of Minnesota. Dr. Harvey was formerly research officer in the National Youth Administration. He has been a member of the staff of the Advisory Committee since the end of 1936.

The study by Dr. Joeckel includes a discussion of the problems of Federal relations to libraries. He reports that "the problem of providing complete public library service is essentially a rural problem. Forty million rural people, or 74 percent of the total rural population of 54,000,000, are without public libraries." He concludes that "a system of permanent annual Federal grants-in-aid to libraries is essential to the maintenance of an adequate Nation-wide minimum of library service."

The study by Johnson and Harvey reviews the student-aid, youth work projects, and other programs of the National Youth Administration. In their summary chapter the authors conclude that "through the extension of educational opportunities to the underprivileged, the Youth Administration has uncovered a reservoir of competent youth desirous of continued education for whom almost no provision has been made in the past. It has demonstrated the possibility of providing educational opportunities at small cost which

have proved of considerable advantage to the youth and to the institutions involved. And . . . it has increased school and college enrollments by 300,000 to 400,000 without sacrificing quality to quantity."

It is expected that a total of 19 staff studies will be published by the Advisory Committee on Education. The statements and conclusions contained in the various studies are those of the authors, and do not necessarily conform to those which the Committee has expressed in its own report.

The studies, Library Service and The National Youth Administration, although designated as Staff Studies Nos. 11 and 13, are the first to come from the press. The complete list of studies to be published by the Advisory Committee on Education is announced as follows:

1. Education in the Forty-eight States. Payson Smith, Frank W. Wright, and associates.
2. Organization and Administration of Public Education. Walter D. Cocking and Charles H. Gilmore.
3. State Personnel Administration: With Special Reference to Departments of Education. Katherine A. Frederic.
4. Federal Aid and the Tax Problem. Clarence Heer.
5. Principles and Methods of Distributing Federal Aid for Education. Paul R. Mort, Eugene S. Lawler, and associates.
6. The Extent of Equalization Secured through State School Funds. Newton Edwards and Herman G. Richey.
7. Selected Legal Problems in Providing Federal Aid for Education. Robert R. Hamilton.
8. Vocational Education. John Dale Russell and associates.
9. Vocational Rehabilitation of the Physically Disabled. Lloyd E. Blauch.
10. The Land-Grant Colleges. George A. Works and Barton Morgan.

(Concluded on page 23)

Excerpts

International Conference Report

by Anna Lalor Burdick, Special Agent of Industrial Education¹

★★★ A decentralized system of public education prevails in the United States. No national agency operates to control, by act, the policies of education as a whole. Each of the 48 States and the Territories is autonomous and maintains an independent system of education, assuming and discharging major obligations for financing, determining, and conducting the program of public education. Despite these facts, a certain striking unity of interest results from the voluntary cooperation of educational organizations and agencies, both public and private.

Investigations, studies, and reports of problems in one State are available to all States through published reports. Thus, the utilization of the basic factual material challenges the States to a concerted effort to promote educational experiments which may be compared and exchanged, hence, the same broad consideration operates in every State but not always in the same way.

Elementary Education

Changes in social and economic conditions give the elementary schools new responsibilities. Since more people are living in cities and towns than live on farms, increased numbers of women are employed outside the home; and due to a growing awareness of the needs of children, the schools find it necessary to expand their health services through school lunches, dental and medical care; to offer the supervised use of the school playgrounds, workshops, gymnasiums, libraries, and auditoriums for both children and parents; and to offer guidance in the social and personal behavior of boys and girls beginning in some instances with the preschool child. A close working relationship is being rapidly developed between the school and other agencies concerned with child health, citizenship, religious training, and recreation.

Curricula are placing increasing attention upon children's understanding of the social and industrial life of both city and rural communities in which they live. Between 1934 and 1937 the Office of Education received 1,660 new courses of study developed by State, county, and city school systems. A

¹ The complete report entitled *Educational Developments in the United States for the year 1937-38*, was submitted by Mrs. Burdick to the Seventh International Conference on Public Education called by the International Bureau of Education in Geneva, July 13, 1938.

commendable degree of leadership in curriculum construction is evident in many of the 48 States where school superintendents, supervisors, classroom teachers, college teachers and often citizens, work as committees in building courses of study. Sixty-one cities, eleven States, and twenty colleges or universities have curriculum laboratories or departments in which courses of study, and books and materials are brought together for the use of such committees.

Secondary Education

With the purpose of providing high-school facilities within the reach of all, large numbers of small schools have been established, especially in the agricultural regions of the great West, in the sections of the South where separate schools are maintained for white and Negro races, and in sparsely settled mountain and desert areas. The number of extremely small high schools is being reduced, but it is still true that not far from half of the high schools in the United States have fewer than 100 pupils enrolled. By contrast, 40 individual high schools have enrollments of from 5,000 to more than 13,000 pupils.

No less significant educationally than the increasingly large number of enrollees is the fact that the young people who enter the secondary schools in this day possess an ever-expanding range of interests, needs, and scholastic abilities. The book-minded are present as they always have been, but the principal interests and the chief abilities of many of those who attend lie in fields and methods not comprehended by an educational program emphasizing languages, mathematics, or social, physical, and biological sciences. In content of the curriculum a notable expansion is taking place to include much more than formerly of homemaking education, trade subjects, commercial studies, agriculture, physical education, fine arts, and student activities of extraclassroom character. Good teachers feel more and more the need of adjusting procedures and pace of learning to the individual pupil, giving pupils of marked scholastic ability opportunity to enrich their educational experiences and at the same time striving to provide much of practice, laboratory work, manipulative activities, summary, and review for those who assimilate information less rapidly. There is a growing emphasis upon the development in pupils of desirable attitudes, ideals, habits, tastes, and apprecia-

tions to take their place beside the traditional objective of scholastic competence.

Higher Education

Enrollments in colleges and universities have continued to increase until now the number of regular full-time students is more than one-eighth of the number of young people 18 to 21 years of age, inclusive, in the country. As aspects of this expansion the following facts may be noted:

First, the increase in enrollments is greater in publicly controlled institutions than in privately controlled institutions. For the first time in the history of higher education in the United States, the number of students attending publicly controlled institutions exceeds the number enrolled in privately controlled institutions. Considering the fact that there is no well-recognized difference between the functions of the privately controlled colleges and universities and of the publicly controlled institutions, this trend presents a very important problem to the privately controlled institutions which depend more largely than do publicly controlled ones, upon student fees for their maintenance.

Second, Federal appropriations to the system of colleges called the land-grant colleges were increased during the current year to more than \$30,000,000. These increased funds are, in part, for the instruction of students on the campuses, but are, in part, also for increased research work in agriculture and for increased adult education work among the rural population.

Third, a marked tendency appeared to broaden the scope of the curricula in the so-called junior colleges. These colleges are for students who have completed a 12-year course of study and they extend for 2 years. Technical and semiprofessional curricula of many kinds are being incorporated into these colleges along with the usual cultural subjects. This change in curricula is important because at present more than one-sixth of all the youth of the country complete their high-school courses and then continue their education for at least 1 or 2 years. In increasing proportions, these students are attending the junior colleges.

Fourth, there has been a noticeable increase in the interest which colleges have taken in adult education. They have cooperated with other educational institutions in providing teachers for adult classes, and have expanded extension services to adults under their own auspices.

Vocational Education

Vocational education as a national program supported by Federal grants-in-aid, has completed its twenty-first year. This program in the United States and its Territories, for the current year 1937-38 enrolls approximately 1,750,000 students, employs about 36,000 teachers, and expends about \$50,000,000. Of the total amount, approximately \$19,000,000 is allocated to the States from Federal funds, which includes \$1,778,000 for the training of teachers.

Of the total number enrolled, approximately 475,000 were farm boys and adult farmers pursuing vocational agriculture courses; 720,000 were boys and girls and adult trade and industrial workers taking trade and industrial courses; and 575,000 were women and girls taking homemaking courses.

The recent increased appropriations have provided for an expansion of the program as well as for extension and maintenance of Federal, State, and local leadership in vocational education, including agriculture, distributive occupations, home economics, and trades and industries.

The rise in the age of entrance into employment has resulted in an increased attendance in vocational schools and classes. Students of greater maturity with a better background of fundamental education, and a definitely determined vocational choice, are enrolled. A consequent extension of the program into the junior college level emphasizes technical instruction as well as the development of skills and forces the beginnings of the program into the upper reaches of the regular high school.

Increased opportunities for participation in legitimate practical supervised work experience under actual working conditions and adapted to progressive degrees of skill are being incorporated into the regular program of instruction. In both distributive and industrial occupations much of the training is given through work experiences for which the students are paid.

The federally aided program is only a small part of the total vocational education program in public and private schools in the United States. However, it sets standards and determines techniques and procedures necessary to meet the growth and development of the work.

Other Items

The emergency organizations have attempted to identify the educational needs of the individuals comprising their respective groups and have sought to provide educational facilities to meet them. In some instances experiments initiated without recourse to tradition, have specifically furthered progress.

A brief summary of some of the major activities follow:

Civilian Conservation Corps.—During the fiscal year 1937-38 the Civilian Conservation Corps was maintained at an average of 1,500 camps and 300,000 enrollment. Over 265,000

of the enrollees were young men, 17 to 23 years of age.

In addition to an educational adviser, there was an average of 14 part-time instructors in each camp. During the fiscal year approximately 10,000 illiterate enrollees were taught to read and write; 50,000 enrollees were trained in elementary subjects; 45,000 in high-school subjects; 2,000 in college courses and over 80 percent of the enrollees were given some vocational training.

Provision was made last year for a school building in each camp. The number of books in camp libraries was brought to over 1,500,000. On a monthly average, 6,000 education films were shown and 8,000 lectures on special subjects were delivered.

National Youth Administration.—The National Youth Administration was created by Executive order June 26, 1935. An executive director, a deputy, and five regional agents constitute the administrative staff. There is a national advisory committee composed of employer, labor, education, and youth representatives. The program operates under the direction of 50 State directors.

Its activities are concerned with providing work on public property or for public institutions for out-of-school young people; maintaining junior employment bureaus in cooperation with State employment services; the preparation of occupational information and making it available through various guidance procedures. In addition to its program for out-of-school youth, the NYA provides part-time jobs to enable young people to continue their studies in colleges or secondary schools.

Works Progress Administration.—The Works Progress Administration education program was created to provide work for unemployed persons who are able to teach; to bring educational opportunities to adults who need them; and to give to small children of low-income families a better chance for a fair start in life. In 5 years, this program has served over 5,000,000 adult students and 150,000 small children in nursery schools. It has given employment to over 100,000 teachers, most of whom have been reestablished in permanent positions in the public schools and elsewhere. Adult illiteracy has been reduced by one-fourth, over a million men and women having been taught the fundamentals of reading, writing, and arithmetic. Workers' education and naturalization classes for aliens have contributed to the improvement of American citizenry. Parent education and instruction in homemaking have strengthened family life in thousands of homes. Some valuable vocational work has been undertaken.

Public Works Administration.—From December 1933 to December 1937 the Federal Emergency Administration of Public Works of the United States Government allotted \$352,731,873 in grants and loans for non-Federal educational building construction of 4,480 projects. The total cost of these projects was \$679,569,102. The bulk of the

Federal grants and loans was allotted to the States for public-school buildings, i. e., \$285,364,759 for 4,044 public-school buildings. The local communities raised for these projects \$279,352,501, making a total estimated cost of \$564,717,260 for the 4,044 projects. As a project often included many school buildings, the actual number of school buildings erected with PWA funds was in excess of the 4,044 projects.

President's Advisory Committee on Education

The most outstanding current report on public-school education and related services is that of the President's Advisory Committee on Education.² This committee was originally appointed by President Roosevelt in 1936 to study the experience under the existing program of Federal aid for vocational education, the relation of such training to general education and to prevailing economic and social conditions, and the extent of the need for an expanded program.

In 1937 the President requested the committee to give more extended consideration to the whole subject of Federal relationship to State and local conduct of education. The committee submitted its report to the President, February 18, 1938, in which it recommended the continuation of existing Federal grants and the initiation of new grants to the States for educational purposes, to begin at \$70,000,000 in 1939-40 and to increase to \$199,000,000 in 1944-45.

The grants recommended are to be divided among six major funds: (1) A general aid fund for the current operating and maintenance expense of public elementary and secondary schools; (2) a fund to improve the preparation of teachers and other educational personnel; (3) a fund for the construction of school buildings; (4) a fund for the improved administration of State departments of education; (5) a fund for civic, general, and vocational part-time adult educational activities; and (6) a fund for rural library service.

The committee also recommended a special Federal fund for cooperative educational research, demonstration, and planning, to be administered by the Office of Education. The amounts recommended are \$1,250,000 during the fiscal year 1938-39; \$2,000,000 in 1939-40; and \$3,000,000 during each of the succeeding fiscal years through 1944-45. The fund would be available for expenditure under the direction of public and private nonprofit institutions and agencies approved by the Office of Education, on the basis of cooperative projects jointly agreed upon.

² The Advisory Committee on Education, Report of the Committee, February 1938. United States Government Printing Office, Washington, D. C. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C., for 35 cents a copy.

Radio-Forum-Guidance

During the past several years, three significant new activities have been established by the Office of Education on a Nation-wide experimental and service basis. In the field of educational broadcasting approximately 500 separate programs in eight series have been produced on the air over coast-to-coast radio networks; 140,000 educational scripts were distributed to local educational agencies that maintain producing units which produced some 3,000 local radio programs from the scripts.

From the beginning of the year 1936, 41 forum demonstrations have been conducted in 36 States to assist State and local educational agencies to establish forums through which the adult citizenry may be helped to understand and to keep pace with the profound social and economic changes taking place in the world today. From February 1936 to June 1937, approximately 10,500 meetings were held in 19 demonstration centers, with a total attendance of over a million persons. The statistics from the demonstrations conducted during this year are not yet available.

With the technological advances and economic changes taking place, the problem of vocational adjustment and readjustment is becoming increasingly acute, and is one that the school system of the United States is looked upon to solve. Hence, a professional service is now in process of establishment in the Office of Education to assist the States and local communities in setting up and maintaining programs for furnishing current occupational information and guidance, not only to pupils still enrolled in regular schools, but to out-of-school youth and adults in need of vocational guidance.

Publications Announced

(Concluded from page 20)

11. Library Service. Carleton B. Joeckel.
12. Special Problems of Negro Education. D. A. Wilkerson.
13. The National Youth Administration. Palmer O. Johnson and Oswald L. Harvey.
14. Educational Activities of the Works Progress Administration. Doak S. Campbell, Frederick H. Bair, and Oswald L. Harvey.
15. Public Education in the District of Columbia. Lloyd E. Bauch and J. Orin Powers.
16. Public Education in the Territories and Outlying Possessions. Lloyd E. Bauch.
17. Education of Children on Federal Reservations. Lloyd E. Bauch and William L. Iversen.
18. Educational Service for Indians. Lloyd E. Bauch.
19. Research in the United States Office of Education. Charles H. Judd.

Upon publication copies of the studies may be procured from the Superintendent of Documents, United States Government Printing Office. The Library Service study is priced at 15 cents; the National Youth Administration study at 15 cents. Exact information as to prices of the other studies will not be available in advance of publication. The studies will range in length from about 50 to 300 pages.

Among Office Conferences

Clinical Adjustment of Behavior Problems

★★★ Realizing that the adjustment of behavior problems of school children in their incipient stages is the most effective means of preventing later serious difficulty, many school systems throughout the country have developed clinical facilities for this purpose. The Office of Education is conducting a study of the organization of such clinical facilities. In order to help the Office in planning further steps in this study, 14 persons interested in clinical programs were invited to a conference in June. Among them were school administrators, supervisors of instruction, directors of guidance and special education, psychologists and psychiatrists in charge of child guidance programs.

It was agreed by the group that a fourfold clinical service was needed, namely, that represented by psychiatric, psychological, pediatric, and social workers. Emphasis was placed upon the need of helping teachers to understand and to participate in the clinical program through both preservice and in-service training, in order that the mental hygiene principles administered through clinical service might be transferred to classroom procedures. Moreover, the clinical program should have an effect upon the general school objectives and procedures, including guidance, curriculum adjustment, and special facilities for exceptional children. Finally, it was agreed that one of the most important phases of the program was a coordination of the efforts of all agencies concerned, both in the school and in the community, looking toward the best possible adjustment of the problems of every child in the school system.

Elementary Education

A group interested in the field of elementary education met in June at the Office of Education in response to an invitation issued by Commissioner Studebaker to discuss "Problems of Elementary Education Today."

Teachers colleges, universities, public schools, and State departments of education were represented in the membership of the conference.

For some time professional groups, public school officials, and groups of laymen have referred to the Office of Education questions relating to school organization, provisions for young children, and the education of teachers at the elementary school level. The work of the conference was therefore based upon discussion of and statements concerning growth and development of children, current points of view in elementary education, issues in curriculum and in teacher education, and desirable changes in school organization, administration, and supervision.

Problems in Residential Schools for Handicapped Children

A group of 15 administrators of residential schools for the blind, the deaf, and socially maladjusted children, came to Washington for 2 days at the invitation of the Office of Education to discuss various educational problems concerned with such schools. Among the topics which were considered, one that demanded special attention, was the desirability of improving the attitude of the public toward residential schools of this type. All too often they are classed as eleemosynary or correctional institutions. The superintendents attending the conference seemed unanimous in their conviction that the educational programs of their schools should be stressed and that every effort should be made to make legislators and other citizens look upon the schools as a part of the educational program of the State. Other problems discussed concerned the greater mutual cooperation between residential schools and other educational agencies; further development of facilities for vocational education in the residential schools; administrative problems concerned with the management of the schools; needed studies looking toward the improvement of the program; and services desired by the schools from the Office of Education.

Federal Forum Demonstrations

★★★ On July 13, 1938, the sum of \$210,000 was made available to the Office of Education for the administration in Washington (\$10,000) and the operation of a proposed program of forum demonstrations (\$200,000) for the period July 1, 1938, to February 28, 1939 (8 months). The budget of \$200,000 provides for—

(a) Approximately \$170,000 for security wages of workers to be drawn from local relief

rolls to assist local educational agencies in the development of forum activities.

(b) Approximately \$24,000 for professional leadership (not certified by the relief agencies).

(c) Approximately \$6,000 for contingent expenses.

This budget will restrict the Office of Education to a program of fewer demonstrations than has been possible in previous years. The demonstration principle employed in the past will be carried forward with the new grant.



New Government Aids FOR TEACHERS

by MARGARET F. RYAN



FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● Two of a series of nontechnical bulletins of the Bureau of Foreign and Domestic Commerce describing the special physical, mechanical, and chemical properties and uses (see illustration) of various types of American woods are now available, namely, *California Redwood and Its Uses*, Trade Promotion Series No. 171, and *American Hardwoods and Their Uses*, Trade Promotion Series No. 172, which sell for 10 cents and 15 cents, respectively. *American Western Pines*, another in the series, is in press.

● The manufacture and utilization of safety glass is depicted in a new 2-reel silent motion picture film entitled *Safety Glass*—the latest addition to the extensive educational film library of the Bureau of Mines, United States Department of the Interior.

Copies of this film in 16-mm and 35-mm sizes may be had for exhibition by schools, churches, colleges, civic and business organizations, and others interested. Applications for the film should be addressed to the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa. No charge is made for the use of the film, although the exhibitor is asked to pay the transportation charges.

● For information on *Long-Term Farm Mortgage Loans*, *Short-Term Production Loans*, *Credit for Farmer Cooperatives*, and *Farm Family Credit*, write to the Farm Credit Administration, Washington, D. C.

● Principles of fabric selection and garment design in making children's clothes at home and in buying ready-made garments are outlined in *Fabrics and Designs for Children's Clothes*, Department of Agriculture, Farmers' Bulletin No. 1778, the price of which is 5 cents.

The Bureau of Home Economics itself has no patterns for distribution, but has arranged to lend traveling exhibits of the actual garments described in the bulletin to extension groups, child clinics, and nursery-school centers.

● Each issue of the *Social Security Bulletin*, a new monthly publication of the Social Security Board, will include sections on: Social Security in Review, Unemployment Compensation, Public Assistance, Old-Age Insurance, Financial Data, Special Articles and Notes, and Recent Publications.

The bulletin will serve as a link between the Nation-wide organization of the Board and

the groups of Federal, State, and local agencies directly concerned with administration of the social security program. Price: 20 cents per copy; \$2 a year in the United States, Canada, and Mexico; other countries, \$3.75.



Illustration from *American Hardwoods and Their Uses*.

Folger Memorial Library.

● When a Woman Buys a Coat, a pictorial supplement to Department of Agriculture Leaflet No. 116, shows the labels to be found in many coats and the type of information that makes for coat quality both in materials and workmanship. The leaflet costs 10 cents.

● Since its organization in 1902 the Bureau of Reclamation has constructed 138 dams ranging in size from simple, small diversion structures of a few feet in height to gigantic storage dams of unprecedented proportions, and is now engaged in directing the largest construction program in its history. *Dams and Control Works*, a description of representative storage and diversion dams and high-pressure reservoir outlet works constructed by the Bureau of Reclamation, is off the press and available at \$1 per copy.

● The Superintendent of Documents has revised the following price lists of Government publications: Insects—Bees and Honey; Insects Injurious to Man, Animals, Plants, and Crops, No. 41; Agricultural Chemistry and Soils and Fertilizers, No. 46; American History

and Biography, No. 50; Health—Diseases, Drugs, and Sanitation, No. 51; Mines—Explosives, Fuel, Gas, Gasoline, Petroleum, No. 58; Census publications—Statistics of Population, Agriculture, Manufactures, Retail and Wholesale Distribution, Occupations, and Religious Bodies, No. 70. Free.

● Thousands of farm families in the United States live too far from hospitals for safety. Building committees in the country communities which need hospitals may wish to profit by the experience of communities that have planned, built, and operated hospitals successfully. Information on hospital needs, size, cost, financing, and plans is presented in *Hospitals for Rural Communities*, Department of Agriculture, Farmers' Bulletin No. 1792. Price, 5 cents.

● Names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics are given in Department of Agriculture Miscellaneous Publication No. 299, *Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations, 1937-38*, an annual directory issued by the Office of Experiment Stations. Price, 15 cents.

● Dental status and needs of elementary school children, natural and artificial lighting for low-cost housing, principles governing sanitation of isolated dwellings, and length of nursing visits as criterion of nursing service are discussed in the No. 19 and No. 22 issues of *Public Health Reports*, each number of which costs 5 cents.

● Film strips and motion pictures on soil and water conservation are available on a loan basis from the Division of Cooperative Extension and the Division of Motion Pictures, Extension Service, Department of Agriculture, Washington, D. C. For more detailed information write to the Extension Division of the Department.

● The National Park Service has revised and brought up to date bulletins giving the historical, geographical, and geological history of the following national parks: Acadia National Park—Maine; Glacier National Park—Montana; Mesa Verde National Park—Colorado; Yosemite National Park—California; and Zion and Bryce Canyon National Parks—Utah. Free copies are available at the National Park Service, Washington, D. C.

CCC Enrollees Go To College

by Howard W. Oxley, Director of CCC Camp Education

★★★ About 15 of every 100 CCC enrollees have completed high school. Some of these men are now taking college work. Others have discontinued collegiate study because of financial difficulty. Many of these young men are qualified for college entrance and desire to continue their education. Last year 39 colleges and universities granted CCC scholarships, 35 offered NYA assistance and 18 agreed to make their loan funds and self-help jobs available to these men. In addition, college study centers for CCC men, located in nearby camps, were established at Bethel College, Tenn., and at the University of New Mexico. By means of these various forms of assistance several hundred enrollees were enabled to pursue college work for credit during the past year and 39 were able to secure college diplomas.

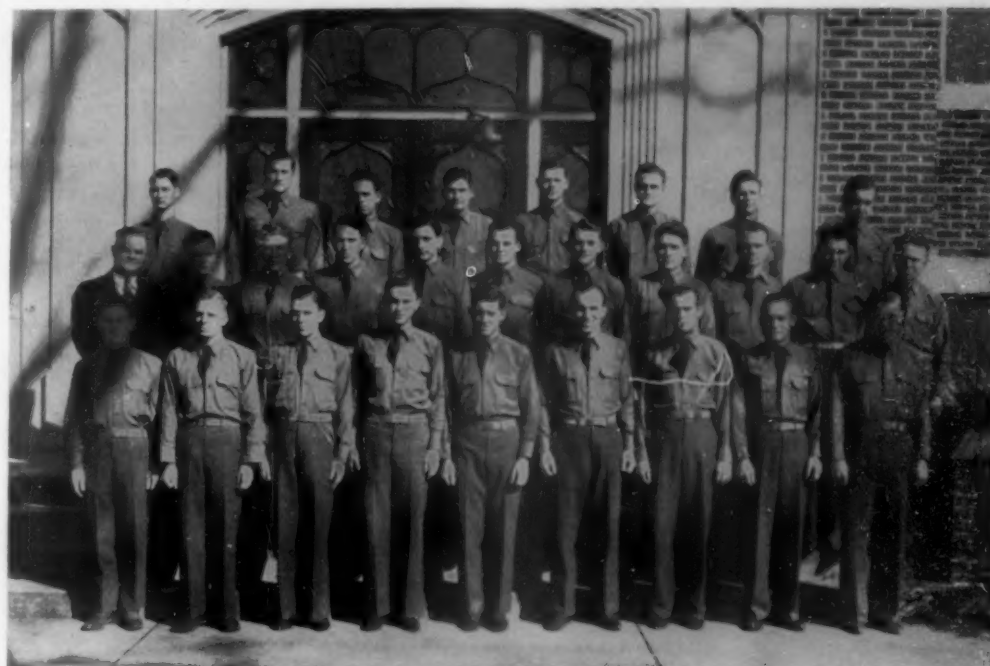
Letter to Presidents

During each of the past 4 years, the Office of Education has contacted the colleges and universities in behalf of enrollees who desire a college education. Each year, the proffers of assistance by these institutions have been referred for follow-up to the educational adviser of the corps area in which the schools are located. In many instances, through the follow-up and study of local conditions, aid was extended beyond original expectations.

In June 1938 a circular letter was sent to all the college presidents of the country, requesting financial aid and facilities for CCC enrollees. Each president was asked, "Will it be possible for your institution during the new school year to extend scholarship aid, NYA assistance, self-help jobs, or any other type of aid to enable qualified CCC enrollees to enter your institution?" The letter also referred to the need of additional instructional materials, instructors and facilities in the following brief statements. "Our camps, of course, are in need of additional reading materials, visual aids, correspondence and extension courses, speakers and instructors. The camps would also welcome the use of educational facilities on your campus, such as libraries, classrooms, shops and laboratories. Wherever it is possible for your institution to help a nearby CCC camp along these or similar lines, I trust you will see fit to do so."

Colleges Interested

Recently President Ray Fife of New Mexico State College of Agriculture and Mechanic Arts stated: "There is an unusually happy relation between the CCC camps and the college in New Mexico and you may be sure that relationship will be continued."



Hundreds of enrollees pursued college work last year.

From Massachusetts State College, Amherst, President Hugh P. Baker writes, "Since the CCC camps began operations here in Massachusetts, we have been very much interested in various phases of educational work in the camps."

Extent of Aid

Last year more than 200 colleges and universities in all parts of the country cooperated directly with the CCC educational program by creating scholarships and giving other financial aid, tendering correspondence and extension work at reduced cost, offering classroom and laboratory space and lending equipment. For the present school year the colleges are increasing the number of scholarships, loan funds, self-help jobs, and NYA assistance available for CCC men. President A. G. Crane writes from Laramie, "The University of Wyoming for several years has granted one scholarship to each CCC camp in Wyoming. In addition to this we have granted a few special scholarships in especially meritorious cases." President Ed Morrison of Panhandle Agricultural and Mechanical College in Oklahoma states, "I am sure you will be interested in knowing that the young men who were sent to us from the CCC camps came through 100 percent without a single exception in grade points, work program, etc." Dean Onthank, writing for President Erb of the University of Oregon

says, "This university is glad to help former CCC men in any way that it can. We have had a considerable number of such students, and have found that they generally do very well. Some of them, indeed, have been quite superior students." Gilbert Cody, chairman of student employment and business manager, Arizona State Teachers College, Tempe, writing for President Grady Gammage, states, "To date we have given work-scholarships to about 8 enrollees each year. We plan to increase this to about 10 . . . Three of the six student assistants in this office are former CCC men. They are the three highest ranking assistants and one is virtually the head accountant."

Instructors, Materials, Facilities

Of particular help to the enrollees has been the special aid given by the colleges and technical institutes in making concessions in correspondence instruction. Special rates have been extended to the enrollees for college and high-school credit courses and especially prepared noncredit courses have been offered free. In this way, hundreds of courses have been brought to an average of 15,805 enrollees per month during the past year. The work of the University of Nebraska, the University of North Dakota, and the University of Oklahoma in this field has been quite outstanding.

Extension classes have been held in some camps and inspirational talks given by college

faculty members have been unique features on weekly "Company Meeting" programs in many of the camps. In the absence of President Elliot of Purdue University, F. C. Hockema, assistant, writes, "As you no doubt know, one of the CCC camps is located about a mile and a half from Purdue University. . . . We have cooperated with this camp to the fullest extent, and we will be very glad to continue our service, not only with this camp, but with others. We have sent some of our instructors to the camps throughout the State and several of our NYA students to the camp near us to teach courses."

For the 2-year period ending June 30, 1938, the colleges had supplied the camps with an average of 153 NYA instructors per month. There is reason to believe that this type of aid to the camps will increase during the present school year.

Interlibrary loans of books have been made from college to camp libraries. Teaching equipment, such as films, projectors, slides, and museum exhibits have been loaned to camp advisers for instruction purposes.

During the past 4 years the colleges have offered assistance in training the camp educational advisers to do a better job. Last summer, 1938, 24 colleges and universities invited corps area and district advisers to hold training conferences on their campuses. In several instances, such as at Massachusetts State College, Amherst, the school opened to the group every facility of value to the training program and furnished special lecturers and instructors for courses that were conducted at the conference.

In looking back over the past 5 years of CCC education, one is impressed with the great amount of encouragement and definite tangible aid that have been extended to the corps by the institutions of higher learning. The growth of interest in and aid to the program on the part of the colleges indicates the expanding desire of college presidents to aid the forward looking enrollee. Perhaps it would be difficult to find a better testimony of this growing interest in enrollees than the following excerpts from a letter by President James D. Hoskins of the University of Tennessee:

"I am wondering if your office could work out some kind of a cooperative plan for CCC boys whereby these students may attend the university and work in the CCC camps alternately by quarters. Since the university is on the four quarter plan, I believe something along this line could be worked out which would be of value to the CCC boys. By such an arrangement they could attend the university two quarters out of the year and work in the CCC camps two quarters of each year. By grouping them in pairs, you could always have one boy in camp and one boy at the university. . . .

"I assure you that we are, at all times, glad to cooperate with the offices of the Civilian Conservation Corps in the use of our facilities. Please do not hesitate to call on us when we can be of service to you."

The act, passed June 28, 1937, by the

Standards of Pupil Attainment

by David Segel, Consultant in Tests and Measurements

★★★ There is a new type of standard for judging the school work of pupils gradually being developed in the schools of America. The rigid standards so ruthlessly applied to children en masse are gradually being replaced by standards which take into account the interests and abilities of the individual pupil. These rigid standards called for the acquisition of knowledge in specified doses on a regular schedule, with everyone running on the same schedule. If a pupil did not digest the dose on schedule he simply had to take it over again. The graded system of education was founded upon the assumption that all pupils in a grade would be at the same level of learning. Actually it has been found that this distribution of pupils into grades does not result in a uniform progression of learning for all pupils. If any elementary school grade is tested with any standardized test in any subject, the result generally is that the pupils will be found to have a spread of attainment covering at least three grades.

Accepting this fact and having become imbued with the new philosophy of education that individual children should develop in various directions at varying rates intrinsically best for each of them, educators have reacted in a variety of ways. A few have come to the conclusion that there should be complete freedom for each individual child where such requirements as formal class attendance, examinations, etc., should be relegated to the past. Other educators, observing the same facts and having the same philosophy, have come to the conclusion that this freedom to develop means that there is an inherent obligation to furnish an environment which will result in optimum development for each individual. This, they say, can be done only through a carefully worked out school organization which, while it recognizes that the pupil's interests are an important motivating and guiding force, also recognizes that careful planning must be done to nourish such interests, and also that interests are not the only guides for developing a school curriculum. The needs of society and the unrecognized (by the individual pupil) needs of the pupils must be taken care of.

Better Organization Needed

If this responsibility is accepted, it means that the school, instead of becoming less organ-

ized, must become better organized as far as the instructional program is concerned. In the past one lesson prepared by the teacher sufficed for all. Under the new philosophy each individual child must be considered. This means to most educators that the teacher should learn as far as possible the individual pupil's interests, aptitudes, achievements, and social traits. Without this knowledge, individual instruction becomes confusion, and further, this knowledge cannot be acquired without a definite pupil evaluation program. The interests of a pupil cannot be obtained through casual conversation, or by aimless day-by-day contact. His aptitudes and social traits cannot be subjectively evaluated with success. A regular scientific approach to the problem of evaluating a child's personal development through the use of standardized procedures, including testing, questionnaires, and standardized observational practices, is the only method which will insure success to the first step in a child-centered school. The second step in such a program is the adjustment of the instructional method to fit the needs of the various growing children.

Judging Standards

The standard for judging the work of pupils, it seems to the writer, should resolve itself in two directions. First, pupils may be tested for their achievement of the objectives set by the school. But these test results should not be compared with national norms except where it is known that the pupils tested are like the pupils from which the national norms were derived. That is, the attainment of pupils should be judged in relation to their mental and, if possible also, their social status. Second, and probably more important than the first, a school's attainment should be measured by its adherence to a program of individual pupil analysis and diagnosis, and an instructional program to fit the results of individual analyses and diagnoses. These two methods of evaluating the schools should supersede programs of testing in which test results are compared with national norms without reference to the intellectual level of the students concerned. Instead, the school should be judged by its efficiency in instructing the type of pupils it actually has on its rolls and by the provisions it has instituted for analyzing pupils and adjusting the curriculum to individual pupils.

Seventy-fifth Congress provides that in the discretion of the Director continuous service by the enrollee during his period of enrollment shall not be required in any case where the enrollee attends an educational institution

of his choice during his leave of absence. This provision is of particular interest to enrollees who desire to continue their college education. Any number of men are taking advantage of it this fall.



The consolidated school building at New London, Tex.

Is Your School Safe?

by Walter H. Gaumnitz, Specialist in Rural Education Problems

★★★ School buildings, school equipment, and school grounds should be most carefully checked over to make sure that everything is in the best possible repair for the school year; that no accident and health hazards to pupils and teachers remain. The calamity which occurred in that attractive consolidated school in Texas, stands as a warning that despite outside appearances, unless all parts of the school plant and its equipment are constantly checked to safeguard life and health "accidents will happen." Here are a few important things to look into:

1. Is the water supply safe? Has it been tested? Is a plentiful supply of good, clean water available without danger of pollution in any way?

2. Is the school building properly heated and ventilated? Are all fire hazards removed? Do doors open outward? Can egress be had by fire escape or window if need be? What about defective boilers, poor oil or gas heating arrangements, inadequate ventilation, dangers of explosions due to careless handling or storage of paints, varnishes, and other inflammable materials? Does your school have fire hazards due to spontaneous combustion of accumulations of oiled rags, debris, etc.

3. Are the playgrounds and their equipment in as safe a condition as they can be made? Is there sufficient play space to avoid congestion? Is it clean and well drained? Has the play apparatus been checked over? Have all necessary repairs been made?

4. Have all vehicles used to transport pupils been placed in best possible repair? Are they clean and safe? Have all routes, drivers, driving regulations, etc., been restudied in the light of last year's experiences to make sure that this part of the school's service is as safe as it can be? What about railroad crossings? Have safeguards been worked out governing approaching or passing cars while loading or discharging pupils?

5. Has all electrical wiring been done or checked over by a qualified electrician? What

about unnecessary or worn extension cords, defective switches, improvised fuses? Has basic instruction been given pupils concerning dangers from electricity when not properly used or when wires are broken or exposed?

Who has the responsibility for checking up on these and other matters relating to health and safety? Who is responsible for getting necessary repairs properly and promptly made? These matters of health and safety are so important that they should be brought to the attention of the proper authorities without delay, and necessary action taken to prevent every possible danger to boys and girls in every community.

Recommendations for Prevention of Similar Occurrences¹

The following precautionary measures are recommended for prevention of explosions in

¹ Made by David J. Price, of the United States Department of Agriculture, after investigation of the explosion at the consolidated school, New London, Tex.

schoolhouses, public buildings, and institutions:

1. The use of effective malodorants for detection of escaping combustible gas due to leaking equipment or other causes should be required.

2. Practical methods for the installation of gas indicators centrally located in school buildings and public institutions to detect the presence of escaping combustible gases in concentrations below their lower explosive limits should be developed. This disaster has clearly shown the need for further research on the development of alarm systems and warning devices in connection with the operation of combustible gas indicators as adapted to school buildings and other institutions where large numbers of people are exposed to explosion hazards.

3. Supervision and inspection, by competent authorities, of public buildings and installations of heating and lighting devices and equipment should be required.

4. Approved pressure regulating devices should be properly installed in all gas lines where natural gas is used for heating school buildings and public institutions.

5. All electrical equipment and appliances should be installed in accordance with requirements of the National Electrical Code.

6. Provision should be made for such proper construction of school buildings that will eliminate dead spaces underneath class recitation rooms and similar meeting rooms where dangerous gases can accumulate.

7. Main pipe lines carrying gas to be used for heating purposes should not pass directly under public buildings, but should be located outside the building proper with only the necessary connections entering the main building.

8. Adequate ventilation of all necessary and essential spaces under all occupied sections of public buildings should be required.

9. Adequate ventilation at all times for schoolrooms using gas-heating appliances should be provided.

Ruins of the same building pictured below, after a tragic explosion occurred.





THE VOCATIONAL SUMMARY



A Well-Balanced Plan

A full quarter or 12 weeks of supervised teaching practice under conditions of normal teaching responsibility is required of all prospective vocational agriculture teachers in the University of Georgia. This practice teaching, which is known as apprenticeship practice, is provided entirely off the campus.

Theoretically, apprenticeship schools may be located anywhere in the State. Actually, however, it is necessary to keep them grouped about convenient centers for effective and economical supervision. There are four groups of schools for training centers—one in the northeastern part of the State, one in the southeastern part, one in the southwestern part, and one in the northwestern area.

In selecting schools last year only those schools which had had departments of agriculture for 5 or more years and in which the teacher's tenure covered a period of 4 years or more were chosen.

Assignments of prospective teachers at the central school range all the way from observing and assisting in all-day classes in agriculture to conducting chapel exercises. Outside assignments include organizing and teaching a day-unit class for the entire apprenticeship period in an adjoining community and conducting at least one evening class in this community.

Student teachers work under an agreement with the proper authorities in both central and outlying schools. Two apprentices are placed in each central school. Seniors assigned to apprenticeship work must have had observation and practice in special methods courses in campus practice schools.

Apprentices receive no salary for practice teaching, although each trainee is allowed \$25 a month to defray community travel expenses, contributed, \$12.50 by the county and \$12.50 by the University of Georgia. They travel commonly in a used car provided by the vocational agriculture teacher at the school, who pays for gas and oil.

Each apprentice is required in advance of his teaching period to make studies of the agricultural, human, and educational resources of the county and community in which he is to teach and to otherwise familiarize himself with local conditions. Local vocational teachers act as supervising teachers for apprentices and become members of the teacher-training staff for the period of practice training.

Regular conferences of apprentices and supervisory teachers are held at the beginning of the training period. A teacher trainer makes a weekly visit to each trainee.

The student gets experience in supervision of farm practice, other supervised work, sequence of jobs and problems arranged for

study, and in selecting materials to be used in solving particular problems. He does "directing teaching" in classes already organized and organizes classes of his own in outlying schools. He engages in work with groups of Future Farmers of America, learns to keep class and project records, and carries on community activities ranging from church work to agricultural service work for farmers.

Hotel Heads Go to School

New Jersey, which has already demonstrated the value of its training program for hotel waitresses, chefs, bellhops, and other hotel employees, has extended this program to include teacher-training courses for hotel department heads.

This teacher-training experiment, started in a large Atlantic City hotel during the past winter and spring, has proved so successful that it will be extended to department heads in other large hotels in Atlantic City and elsewhere or in groups of smaller hotels desiring such service.

Under the general plan followed in the hotel department head training course the leader explains how teacher-training work for foremen and others is carried on in other industries and shows by a series of demonstrations how similar courses apply in the hotel industry.

This is followed by an analysis of the jobs in which hotel employees may appropriately be given training, in the personnel, laundry, housekeeping, food control, and cafeteria departments and in other divisions such as the superintendent's office, the chief baker's department, the chef's department, the house officer's department, and the food control and steward's department.

The object behind these courses is to train department heads so that they will be able in turn to train employees in their respective hotel departments for their duties. Such an employee training program is designed not only to train prospective workers in various departments but also to upgrade workers already on the job.

Because of the importance of the hotel industry in New Jersey, which is dotted with seaside, lake, and mountain resorts, the State Department of Public Instruction has appointed a coordinator who will have charge of training work for hotel department heads.

An Imposing List

Opportunities to earn money are open to home-economics-trained students in many different fields, a compilation of data presented to the Office of Education by State supervisors of home-economics education, shows.

These data indicate that opportunities are open to such students in preparing and

producing foods for sale; preserving foods; planning food budgets, menus, grocery lists, and recipes; consumer-buying; commercial food concerns; assisting in food planning, buying and preparation; managing roadside markets, conducting an information food exchange and setting up home filing system for recipes and household hints; construction, care, laundering, and purchasing of clothing; as employees of various kinds of commercial clothing concerns; in miscellaneous occupations in the clothing field; care and cleaning of houses; renovating furniture and furnishings; refinishing woodwork; rearranging furnishings; acting as home assistant in management of home activities; care of children; organizing and directing community children's activities; planning and equipping child centers; assisting in play or nursery schools; making articles for children; renovating toys, books, playhouses; accompanying children to and from school; coaching children in school work; cleaning and otherwise caring for children's clothing; making craft articles to sell; various services involved in care of sick and aged; planning flower gardens and window boxes; caring for potted plants and gardens; growing flowers and shrubbery to sell; and various miscellaneous jobs such as acting as hostesses for homemakers; planning and making detailed arrangements for parties; decorating halls and other places for special events; arranging floats for local celebrations.

The list of opportunities prepared by the Office of Education is broken down into more minute detail under each head here enumerated, and represents only such services as have actually been engaged in successfully by home-economics students in various States.

It Doesn't Miss Much

The Office of Education has recently published Vocational Education Bulletin 193, Training for the Painting and Decorating Trade.

As its name implies, this bulletin analyzes the painting and decorating trade and outlines plans which may be followed in training apprentices and workers in the trade. But it does more.

It presents information on the status and importance of the painting and decorating industry. It outlines the qualifications for workers in the trade and the opportunities for employment open to these workers. It gives health and safety hints to be followed by painters and decorators. In addition, it suggests equipment necessary for classes in painting and decorating, gives general and specific information valuable to the painter and decorator, and contains an appendix devoted to a bibliography of reference material of interest and help to those in the paint-



Courtesy National Paint, Lacquer, and Varnish Association.

This apprentice in the painting and decorating trade is receiving practical instruction on the job.

ing and decorating trade and to an exhibit of apprentice plans.

Although intended primarily for teachers of painting and decorating courses, this bulletin contains information on painting and decorating of interest to the general public.

There is, for instance, a section covering the composition of paints and one on preparing and painting surfaces. Another section contains information on paint tests. *Painting Difficulties* is the title of a third section. Composition, mixing, and uses of stains, varnishes, and enamels is treated in a fourth section.

One of the most interesting subjects treated in this bulletin is paint colors. The discussion of this subject is illustrated with colored charts showing primary, binary, tertiary, and

quaternary colors and their combinations. Especially unique is the discussion of color values in which the method of making specific colors is explained. And there is a chapter on figuring painting costs, which should interest the home owner. This Office of Education publication may be obtained from the Superintendent of Documents, Washington, D. C. Its price is 35 cents.

Tangible Results

"A project which is accomplishing great things in rebuilding physically handicapped persons," is the way in which the *Savannah* (Ga.) *News* characterizes the program of vocational rehabilitation of the disabled carried on in Georgia.

Referring to the report of P. S. Barrett, director of the vocational rehabilitation division in Georgia, the newspaper calls attention to the fact that "270 physically handicapped persons in the State were rehabilitated last year through vocational training to such an extent that their earning capacity was raised from nothing to \$197,000 a year. This was accomplished, too, with the expenditure of \$90,000." Continuing, the editorial states:

"Although the immediate monetary return on the 12-month investment of the rehabilitation program is highly impressive, it really constitutes only a small part of the benefits that will accrue to those 270 Georgians in the years to come. . . . Putting them on a self-sustaining basis removes them from the mounting list of unfortunates that are, or will become, public charges and a continual drain on the taxpayers.

"But perhaps the greatest return from that \$90,000 investment is one that cannot be valued in terms of the dollar. Restoring those persons to a state of independence and equipping them so they can again fill a useful place in society has been approximate to giving life back to them. It is like setting them free in a modern world that after all is a delight to live in if one can 'belong' and be a part of it instead of having to look on from the barred window of physical imprisonment."

Lock the Safe

Lock the Safe is the caption of an appropriate drawing used at the beginning of the plan book on soil conservation for teachers of vocational agriculture, issued recently by the division of vocational education, Wyoming Department of Education. This drawing, which pictures a large open safe framing a farmstead, from which is running a voluminous stream of soil fertility, is a fitting introduction to this soil conservation instruction manual for teachers.

The instruction plans contained in the manual are presented under "job" heads—15 in all—including: Preventing wind erosion, preventing water erosion, contour farming, rotation grazing, dam construction for gully control, making pasture contours, making water spreader ditches and structures, constructing and operating farm level soil and water-conserving machinery, tree windbreaks, strip cropping, terracing, running terrace lines, making terrace outlets and outlet channels, and reorganizing farm for soil conservation.

The instruction plan under each job heading outlines the various topics to be followed in presenting classroom instruction and the objectives and procedures to be followed in laboratory and field work. In connection with the teaching plans for such jobs as dam construction for gully control, making water spreader ditches and structures, and terracing, also, the manual presents drawings showing details of these operations.

C. M. ARTHUR



In Public Schools

Scientific Research Exhibits

More than 1,000 children of junior and high-school age, including New York's most promising young scientists, will take part in exhibits of scientific research at the 1939 New York World's Fair. This has been announced by Harold G. Campbell, superintendent of schools and Robert T. Pollock, president of the American Institute of the City of New York. The exhibit will be a demonstration of the activities of the American Institute's junior science clubs, of which about 5,000 pupils of the city's schools are members. The board of education will cooperate with the American Institute to provide a year-round exhibit of their work at the Fair. In addition to a continuous junior science fair, where products of youthful research will be on view, junior scientists will be seen at work in specially arranged laboratories, under the direction of teachers provided by the board of education, to demonstrate the latest methods of science teaching.

Secondary School Standards

The Cooperative Study of Secondary School Standards is, during this year, planning to conduct an intensive investigation in about 15 high schools of ways by which a school may be evaluated and accredited in terms of its objectives. As this is written the schools are being selected. They will include different types, public and private, large and small, such as college preparatory, vocational, comprehensive, consolidated, military, boarding, and experimental schools.

Social Adjustment Commission

From Hartford, Conn., comes a report that the social adjustment commission, first appointed by the mayor of the city in 1933, and in 1937 becoming by legislative action a permanent commission, has completed its fifth year. The work of this commission represents a coordinated plan on the part of a public-spirited community to carry on guidance, placement, and supervisory service for young people 16 to 21 years of age who have been academically handicapped during their school years and most of whom were enrolled in special classes for retarded children, which in Connecticut are organized for pupils of approximately 45 to 75 I. Q. An appropriation of \$3,500 was made by the city for the year 1937-38 to carry on the necessary field work and clerical duties of the commission. The combined earnings for the same year of 175 young people placed in employment largely through the efforts of the commission were \$46,720.70. As the commission points out, "much good school training is frequently

wasted because of the lack of an adequate community follow-up program covering the after-school years."

Reading Course

The State Department of Education of Virginia has prepared a reading course for teachers for the school year 1938-39. "The reading course is designed primarily to serve teachers by giving material for practical suggestions on everyday classroom problems. The course serves also as one of the bases for the renewal of teachers' certificates."

Kentucky Nursery Schools

There have been 112 nursery units set up in Kentucky, during the past 3 years, according to a circular recently issued by the department of education of that State. These units have served approximately 13,000 children who were in need of food, rest, sleep, medical attention, etc. It is estimated that approximately 1,200,000 lunches have been served to those needy children. Approximately 2,500 of such children have been vaccinated and immunized. Approximately 365 unemployed teachers have been given training in nursery-school procedure.

Parent Education Experiment

"The Toledo Board of Education," according to *Ohio Schools*, "has secured the services of Evelyn Eastman to institute a course in parent education. Miss Eastman has been conducting similar courses in Dallas, Tex., for the past 6 years. The Toledo venture is an experiment suggested by the State Department of education. If the program proves successful in Toledo, the department plans its expansion to include other Ohio cities."

Significant Law

Lester K. Ade, superintendent of public instruction of Pennsylvania, recently stated that one of the most significant laws enacted by the General Assembly of 1937 was the act creating county boards of school directors. This measure, known as Act 157, provides that each county except Philadelphia, where the city school district is coterminous with the county, shall complete the organization of a county board of school directors by July 1, 1938. Such organization has been completed.

In the main, the duties of the county board are of an advisory nature. Among the more important of these duties are the approval or rejection of the county superintendent's nomination of his assistant superintendents, advice in the formulation of annual budgets, assistance in the planning of unified routes of transportation, approval of sites for school building purposes, and formulation of plans for merging school districts.

Under the terms of a companion measure, Act 489, the county board of school directors also becomes the county board of vocational education. This act clothes the board with power to organize the county as a unit for planning vocational programs, county-wide, for districts under county superintendents and of putting to work the machinery for establishing, if deemed desirable, a new school or schools devoted to the furtherance of programs of this nature.

West Virginia Reorganization

School Reorganization in West Virginia is the title of a bulletin issued by W. W. Trent, State superintendent of free schools of that State. The bulletin contains excerpts from out-of-State opinions regarding the reorganization; statistical studies of certain school trends since the reorganization of school finance and local units in the State; and excerpts from addresses and statements concerning school reorganization by the State superintendent of free schools.

Transportation Study

More than one and one-half million dollars a year is expended in transporting approximately 75,000 pupils to and from school in Florida according to a study which was recently made to formulate *Standards and regulations relating to the transportation of pupils to the public schools* in that State. The study was carried on cooperatively by a committee of county superintendents and representatives of the State department of education. The report treats of the important problems encountered in administering pupil transportation systems and gives directions for the assistance of county school officials in promoting economy and safety in conducting this important service.

Library Standards Adopted

The State Board of Education of Tennessee has adopted library standards for county junior and senior high schools which will become effective September 1939. Among the standards adopted are: The minimum number of books in any high-school library shall be 500. When the enrollment exceeds 125 students, there shall be provided sufficient books to average at least 4 books per student. Schools with an enrollment of over 200 shall have a full-time librarian with 30 semester hours training in library science in a library school accredited by the Southern Association of Colleges and Secondary Schools.

In schools having an enrollment of less than 200 there must be either librarians or teachers who have had library training and who must devote not less than one-third of their schedules to the library.

W. S. DEFFENBAUGH



A guided trip through a National Park.

In Colleges

University of Pittsburgh

Addition of a new course in ceramics, effective at the start of the first semester in September, has been announced by the University of Pittsburgh. The course, to be conducted in connection with the university's department of fine arts, will be concerned with the art of ceramics rather than the industrial phase.

Half-Century Mark

The fiftieth anniversary of Goucher College will be celebrated in October. The Baltimore Conference of the Methodist Episcopal Church decided on March 8, 1884, to undertake the founding of a college for women. The institution now known as Goucher College was incorporated, under the statutes of the State of Maryland, by members of the Conference, January 26, 1885. The cornerstone of the first building, Goucher Hall, was laid October 5, 1886. Registration of students took place September 13, 1888. The first inaugural ceremonies were held November 13, 1888.

A competition is now in progress to select a college architect and to prepare through him comprehensive plans for the development of the new educational plant of the college on the Towson campus.

Student Speakers

The speech department of the American University has organized a student speakers' bureau to provide community clubs and organizations with student speakers. These speakers are given preparation to present for discussion informing and vital topics affecting the life of the community and Nation at large. The purposes of this bureau are threefold: First, to cause students and public audiences to think about and discuss important problems of the day; second, to give competent students speech experience before real audiences; third, through this means to make a contribution to the community of which the university is a part.

New Degree Offered

The degree of doctor of education in specialized subject matter fields will be offered by the University of Michigan for the first time in any American university, it was announced recently by the board of regents of the Michigan institution.

Although the doctorate in education is offered by 31 American universities, advanced students are now given opportunity to study toward the degree within special fields in lieu of taking the degree in the fields of school administration and departmental supervision, which are the bases for the doctor of education degree in other universities.

The new degree, as offered in subject fields, will be for students who wish to fit themselves to teach their special subjects up to and including the college level, but not to qualify as directors of research. The degree will be offered in all subjects of graduate instruction recognized by the School of Graduate Studies, and will harmonize a knowledge of the subject matter and literature of these fields with advanced study in the field of education itself.

WALTER J. GREENLEAF



In Other Government Agencies

Office of Indian Affairs

For the fiscal year ending June 30, 1939, the United States Department of the Interior Appropriation Act provides \$10,218,190 for Indian education, an increase of \$149,665 over 1938.

Indian Service summer schools were conducted at Sherman Institute, Riverside, Calif., and Salem Indian School, Chemawa, Oreg.; the former was designed to meet the needs of Indian Service personnel in the United States and the latter to serve those working in Indian

and Eskimo schools in Alaska and those dealing with Indian education in the North and Northwest.

National Youth Administration

Of the more than 93,700 young men and women receiving student aid from the National Youth Administration during the past school year, approximately 75,500 were high-school students and 18,200 were college students, according to latest NYA reports.

NYA student aid, extended to 23,990 high schools and 1,639 colleges, enabled students to earn from \$4 to \$20 per month on jobs assigned to them which included secretarial and clerical work in school and college offices, assistance in libraries and museums, research work for professors, recreational leadership and supervision, improvements of campuses and grounds, and the repair of equipment.

Washington headquarters of the National Youth Administration have been moved from 1340 G Street NW., to 916 G Street NW.

National Park Service

A carefully planned, free educational service is offered by the Government to visitors to the parks and monuments under the jurisdiction of the National Park Service. In most instances trailside exhibits and museums supplement the guided trips (see illustration) and campfire talks by ranger-naturalists.

Junior nature schools were conducted during the summer months in Rocky Mountain National Park, Colo., and Yosemite National Park, Calif., for young visitors from 10 to 16 years of age. Wild flowers, birds, glaciers, trees, insects, rocks, and Indians were some of the subjects included in the curriculum.

Public Works Administration

Of the 31 States receiving PWA grants during the past few weeks for the construction and repair of school buildings, California, Illinois, Iowa, New Jersey, Ohio, and Pennsylvania received funds for five or more projects.

MARGARET F. RYAN

See Opposite Page for List of Publications

SUPERINTENDENT OF DOCUMENTS,
Government Printing Office, Washington, D. C.

[illegible]

Name..... Street address.....

City..... State.....

Position.....